

MASS COPYING IN SECONDARY SCHOOL FINAL EXAMINATIONS

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## Introduction

Hand-Copying in the examinations at all stages of education has become a problem of grave concern to the educationists. Remedial measures have been suggested by many, disciplinary measures have been taken, but as yet, with no considerable effect. This pathological condition should immediately be arrayed with all care and scientific precision and this only could help us in the correct diagnosis of our socio-educational ailment.

We feel really encouraged that our research scheme and pursuits have kindly been supported by the I.C.T.R.T., New Delhi. At the first phase, the pilot study has been completed with all our sincerity and devotion, of course, within the limitations, beyond our control. In fact, we have worked with a view to extending the pilot study, logically and sequentially into the main study and for that we have done even more than what we mentioned in the design of the pilot study. A little bit delay in sending the report, for these considerations, may please be condoned.

In this connection, we express our profound respect and gratitude to Dr. Pratap Chandra Chandra, an educationist of eminence and Honorable Education Minister, Govt. of India, who took keen interest into this research scheme and who actually inspired us to take up a scientific study into this serious socio-educational problem. We are grateful also to Prof. S.K. Mitra, Director, I.C.T.R.T. for his encouragement and interest shown in undertaking this research problem. We expect his valuable suggestions and guidance in future.

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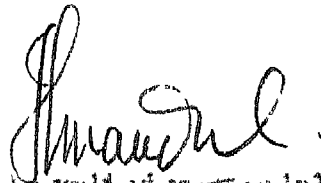
I remember in this connection the voluntary, but valuable service of Dr. Dilip Lahiry, Sri Amitava Lahiry, Sri Bipesh Nath and Sri Anubrata Chakrabarti.

I shall be failing in my duties, but to acknowledge the timely services of the Headmasters and teachers of the schools considered for the study. I particularly remember Sri Chyampada Ghosal, Headmaster, Surendranath Collegiate School, Sri Hirenbra Nath Roy, Headmaster, Kailash Oriental Academy and Father Jebel, Headmaster St. Xavier's School, Calcutta.

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CHAPTER - I

INTRODUCTION



## INTRODUCTION

Mass-copying has become a problem of serious concern to national progress and development. Particularly it has become a burning problem to the educationists, because of the fact that it has been eating up the very vitals of the educational structure and if it is allowed to continue further, it may shake the very structure of the socio-educational frame as a whole.

However is the potent wealth of a nation. If this human material can be properly utilised through well-planned education, a nation rises, contrarily mismanagement of this human material brings in indiscipline, inefficiency, deviant behaviour among the educated and <sup>at length and at large social</sup> ~~and at large social~~ disorientation. Mass-copying in the examination hall by the examinees, of late days, is a socio-educational problem, adverse effect of which in some way or other hinders individual and collective progress and development in all spheres of life, in the long run it hampers one's professional efficiency and adjustment to a great extent.

Mass-copying, as yet, is being viewed by a major section of the educationists and educational administrators as a law and order problem and as a remedial measure to such a deep-rooted problem, they prescribe strict invigilation, cancellation of examination centres where mass-copying goes unbridled, occasionally of course, with suggestions for bringing modification in the framing of questions set in the examination with a lean towards



'objective type' of questions or objective tests. But, in spite of these measures, mass-copying could not be stopped altogether. Police and red menaces may severely check the problem, but if it is an outcome of ideologies and lapses of the home-children and particularly of the educational institution in the teaching-learning condition (with the interaction in it), then these measures may only wipe out the 'symptom-symptom' but, the root-cause of the problem may not be removable.

In the present study, mass-copying has been operationally defined as an act of copying or behaviour on the part of an examinee, who takes a lot of number of students in a group are involved and indulged in copying during examination from books or notes or any such material in answering a question/or questions set in the question paper, defying the acceptable and prescribed rules and regulations of the examination. Mass-copying, from this point of view, therefore, is a deviant behaviour on the part of the students.

Any deviant behaviour or a symptomatic behaviour, sociologically, has two operating factors, one the predisposing and the other one accidental or precipitating. Problem behaviour (latent delinquency) is often related by experiences which are in themselves not traumatic and <sup>that</sup> ~~not~~ these experiences lead to anti-social behaviour, if a disposition there to already exists. This disposition links in an arrested personality development (Sichhorn, 1925). The consideration of only the precipitating factor to derive simple cause and effect relation in the explanation of a 'symptom', as we know, is superficial and unscientific. The predisposing factors are being determined by the nature of the child's (student's) experiences, the interaction with members of his family group,



with teachers and class-mates in school. Successful diagnosis of deviant behaviour depends to a large extent upon the full appreciation of the many factors influencing the development of such behaviour.

Psychologically, a deviant behaviour that is, a behaviour-pattern, departing from the conduct-norm, is a problem behaviour. To a psychologist, it is indeed a problem concerning the developmental phases of an individual student. It is a symptomatic and/or pseudoadjustive act. It is an outcome of mental imbalance cropping up from deviation on the part of a student from the normal course of personality development nurtured by 'adequate' and 'expected' home and school climate. Mass-copying is a problem behaviour because with an act of such unexpected behaviour on the part of the students, balance of school, at greater perspective balance of whole educational and social set-up gets disturbed.

The present study, on the basic tenet that mal-practice in the examination in the form of Mass-copying, is a problem or deviant behaviour, will make a preliminary attempt to discern the factors concerned mostly with the developmental phases of the students with particular reference to their schooling processes, that may be held responsible for cropping up of such deviant or pseudo-adjustive behaviour (Mass-copying) among the secondary school students.

Problem behavioural acts are symptoms of more fundamental failures in adjustment. The complaint behaviour or problem behaviour or symptom, is the expression of the underlying problem and represent an unacceptable or inadequate solution to difficulties



in adjustment (Loritt, 1966). The underlying problem is the problem of normal and healthy personality development of the students.

To assign a single factor as the cause of mass-copying behaviour of some of the secondary school students is an impossibility and over simplicity too. Among all the factors that are pertinent to the development of personality and behaviour, the relationship with school and home are of utmost importance. The students' home environment, the school environment are the most important factors in the development of the 'emotion-perception-thinking-motivation' processes and maturation processes of the students, their adjustment mode, level of academic achievement, academic adjustment or maladjustment including their behaviour in the examination hall during the final examinations.

The inadequacy of the home and the school both emotionally and physically impairs the mental health of the growing children (Ford, 1966). There are many factors which make a home and a school inadequate. Differences in attainments are believed to reflect differing treatments in the early years (Kagan, 1970). Environmental stimulation is thought to have its most potent effects during periods of maximum growth (Caldwell, 1962).

From all these, we tentatively hypothesize that mal-practices in the examinations particularly in the form of mass-copying is a outcome of home and school inadequacies resulting in the deprivation of a large section of school students from normal and expected personality development along with desired school progress and academic adjustment.



In the present study, attempts have been made to explore <sup>^</sup>  
 some of the ~~consequences~~ <sup>factors associated with</sup> of such deviant or problem behaviour of the secondary school students during the Final Public examinations of the West Bengal Board of Secondary Education by way of a comparative study between a group of students ~~to~~ having reports of copying in the examinations and a group of students who have no such reports in course of their school career. In the Pilot study, we have tried to determine some of the factors, at least some of the specific ones which are worth probing for finding out the specific factors, pertaining to home and school conditions, in the Final study. The pilot study also has devoted to formulate and construct the specific tools that may be used in the Final study.

Specifically, the present study aims to point out the factors mainly associated with teaching-learning situations and over-all school life, in and through which the students have to prosecute their schooling in the secondary schools of Calcutta, (West Bengal) and ultimately resort to mass-copying in the Final Secondary examinations. Some factors related to home-environment of the students which are supposed directly or indirectly to contribute to the academic life and adjustment of the students have also been considered in the present study.

The study also attempts to examine whether the students (Final year class X), who have reports of copying or attempted copying in the school examination and the students who were actually involved in Mass-copying in the Final secondary examination and were reported against by the Board authorities, differ from those



students who have no such reports, who were never involved in copying and/or Mass-copying; in the examinations, in respect of their attitude towards the school system and towards the teachers in specific and in respect of some personality variables.



## CHAPTER - II

Historical Development of Mass-copying behaviour of the students in general: Justification for considering Mass-copying as a deviant behaviour.



Historical development of Mass-copying behaviour of the students in general: Justification for considering Mass-copying as a deviant behaviour resulting from predisposed and precipitating conditions:

Copying in the examination was there almost in the all stages of education in the past, but a very insignificant part of students used to take part in such mal-practices in the examination and such students, <sup>if</sup> ~~was~~, could be detected, were subjected to punishment in the form of H.A. (reported against), cancellation of examination officially; but what was most significant was that, besides official punishment, such students used to have been condemned and ridiculed by the majority of the students. They used to have been criticized, ridiculed and almost isolated by the greater community of students. But since 1969, the picture became different. The situation was reversed. Majority of the students used to have been involved, or participated in copying during the final public examinations of the Board and of the Universities. The teachers and the invigilators in some cases, if made any protest to such acts or behaviour of the copying students, they used to have been threatened and sometimes mal-handled. There was no social isolation or condemnation of these mal-practicing students by the majority of the student section. There was only official cancellation of examination centres where mass-copying was rampant and students were reported against officially as a matter of punishment. But from 1970 to 1975, the mass-copying in the examinations barring



the students of few institutions, at all levels went almost unchecked and unquestioned. This very fact brought in a demoralizing effect on those few students who tried to resist such mal-practices in the examinations and who sincerely devoted their time and energy to studies. Thus examination and evaluation became questionable and pseudo-indicator of one's academic attainment. Strict invigilation and administrative measures occasionally, although checked mass-copying in the examination, but it was not altogether removed. Even in May, 1978, there was, as reported, mass-copying among the law-students in the examination hall and the University authority had to cancel the examination. As we find in a daily newspaper\*, the report goes "Tension ran high in Calcutta University campus on Friday morning when a large number of law-examinees demonstrated against a decision of the Academic Council to cancel the law-examinations in view of mass-copying. So, there are still now cases of reported and unreported mass-copying or mal-practices in the examination in some form or other at all stages of education right from the school to the University.

In our socio-economic set-up, examination result is, as yet, the criterion for entry into a job or a vocation. But as a result of these mal-practices in the examinations, students, guardians and the society at large are getting sceptical about the examinations and the examination results. Serious students are losing faith in the teaching-learning processing of the institutions.

Now, Mass-copying as such, may be the pathological end-product of the whole mis-processed or un-processed educational system or it may be that as a result of the trend of mass-copying for reasons other than schooling process, the students and the teachers in general have lost faith in the educational administron-



tion and educational system as a whole. The initiative of the teachers and sincerity, devotion of the students in the teaching learning conditions of the institutions have been soaked due to this educational calamity and the results have been recurrence of mass-copying in the examination. This is one side of the picture. But there is another side.

It may be that the majority of the students in the majority of the students institutions go unprepared for, are deprived of the basic facilities they are expected to be provided with, deprived of sincere and devoted teachers and they fail to visualize the future life with job-placement and economic assurance, and security. It may be that the students are not convinced of the out-put of the educational system and at the same time they are, due to inadequacies of the schools, being ill-processed in their institutions. But standard of question and evaluation remaining the same for all students, irrespective of their treatment and over-all processing, in their respective institutions and to a great extent in their home, they may fail to cope up with the expected and prescribed educational standard in normal course and in that event they may have to resort to a compensatory behaviour or practice like copying and/or mass-copying in the examination hall.

Be that as it may, whether trend of mass-copying germinated from reasons, other than schooling process, like socio-political and economic reasons or the cause of this present educational calamity has been <sup>from</sup> ~~germinated~~ <sup>lapse</sup> or ill-processing of the educational institutions, and to some extent <sup>of conditions</sup> ~~home~~ is a <sup>problem</sup> ~~to be~~ decided. It may be a matter of controversy. But a rational



abolition of this controversy will be a great help. However, if we trace back the past history of violence of anti-colonial behavior from the students.

In most cases in the year 1965-6, at the emergence of the anti-colonial movement, the educational institutions were attacked. The educational system, which was based on the policy of the British imperialist rulers, was being attacked by the students of the tertiary level. The students were protesting against and destroy this educational structure. The students were spreading all over the institutions to give up such <sup>an</sup> education and to do away with all colonialism. This education has no future. In fact, in fact, a student movement. Most of the students willingly or unwillingly, knowingly or unknowingly reacted or had to react to the demands and dictations of the of the institutions of this movement. At the same time, the invigilators in some cases were also to have been threatened for participating in the examination system. But the wave of crushing the <sup>an</sup> bureaucratic and so-called ineffective and futuristic education and examination system, a so-called policy of the British imperialist power, the exploitation, etc., could not persist for long. In the midst of this turmoil and chaos, majority of the students did not, rather, could not live up to a situation; institutions were run in chaos and confusion, examinations were also held as per schedule of the boards and <sup>the</sup> university, students came to appear in the examination. They faced in most cases a horrified situation. Some external students and sometimes not even students aged between 20-25 yrs. warned the students to give



resolution of this controversy will be facilitated and arrived at, if we trace back the past historical development of mass-copying behaviour among the students.

In West Bengal in the year 1968-70, at the emergence of the Naxalite movements, the educational institutions were attacked. The educational system, as such was branded as the legacy of the British imperialist rulers. Their <sup>slogans were that this education can not</sup> uplift the majority population of the toiling class. Students were asked to boycott examinations and destroy this educational structure. Slogans and posters spread all over the institutions to give up such <sup>an</sup> bureaucratic education and to do away with all examinations, as this education has no future. There was, in fact, a student uprising. Most of the students willingly or unwillingly, knowingly or unknowingly reacted or had to react to such slogans and dictations of the of the initiators of this movement. Students, the examiners and the invigilators in some cases were asked to have been threatened for participating in the examination system. But the wave of crushing the <sup>an</sup> bureaucratic and so-called ineffective and futureless education and examination system, a so-called legacy of the British imperialistic power, the exploiting class, did not persist for long. In the midst of this turmoil and chaos, majority of the students did not, rather, could not give up examination; institutions were run in chaos and confusions, examinations were also held as per schedule of the Board and <sup>the</sup> University, students came to appear in the examination. In most cases a <sup>small</sup> number of students appeared. Some <sup>of</sup> the students did not even students and <sup>of</sup> the students to give



up examinations, sometimes torn off the examination scripts, threatened the invigilators and institutional authorities not to hold examinations. These intruders, as reported, used to come back after sometime and allowed the holding of the examination and the students were even told by these intruders to copy from books. In some cases these intruders used to collect money from the examinees.

Thus we find that in this chaos and confusion, students did not give up examinations, institutions were run somehow, examinations were also held and mass-copying became rampant. Slogans of condemning the educational system and giving up this examination was not followed by any constructive efforts, on the part of the slogan giving "students" or their "leaders", of introducing national educational system as they envisaged for the toiling class and for the benefit and welfare of the majority of the population.

The wave of giving up imperialistic education run by the then British Government before independence came in our country a number of times. Many students gave up education and the <sup>Then</sup> national leaders and educationists opened up institutions for national education divorced from the clerk-making, Imperialistic educational system meant only for the advantage of the ruling class without the fervent and warmth of national patriotic spirit. In 1906, during the 'Banga-Bhanga' movement, the student community as a whole decided to give up all connections with the University as a protest against the evil designs of the ruling class and



in fact the National Council of Education was established by the then educationists and political leaders at the initiative of Sir Gurudas Banerjee.

Thus we find that non-cooperators at that time gave up British education as a whole without having any consideration for the degrees of <sup>the</sup> University. Slogan and manifesto remaining the same ~~was~~, the wave of giving up the infructuous slave making imperialist education before independence and after independence in 1969-70, was not received by the students in the same manner, did not act upon the students in the same way.

Students during the Non-cooperation movement never adopted to such <sup>mass</sup> ~~unfairness~~ in the examination. Their protest against the then British Government and the education system was sincere and disciplined at the leadership of outstanding personalities with character, idealism and sacrifice. There was pre-disposing condition—the then students <sup>also</sup> were not satisfied with the educational system as such before independence; ~~and~~ after independence the present students as well, possibly are not satisfied with the system. So, <sup>the then students</sup> ~~they~~ accepted and reacted positively towards the negation of the <sup>then</sup> educational system. They were predisposed towards such a trend. But that negation of the present educational system, as we find, has not been substituted by any constructive and well-designed efforts of the initiators of the 1969-70 movement. The difference can be marked between the pre-independence movement against British educational system and post-independence movement in the year 1969-70 in respect of the fact that the leaders of such pre-independence movement



had definite and constructive ideas about education in the context of the over-all welfare of the society and nation. They were men of character, sacrifice and devotion whereas the 'leaders' of 'such' movement in 1969-70 had no constructive ideas, as experienced and revealed from subsequent facts, even if some of the leaders *had* ~~some~~ sincere feelings and a definite ideology, their 'followers' could not impress upon the students with any ideological conviction. Or, as reported by some that the "leaders" were mis-represented to the students by some anti-social elements (between 20-25 yrs. age) for their own interest and design. Some anti-social elements took the advantage of this situation. They used the anti-educational system slogans and thereby ~~also~~ attempted to dislodge and dislocate the whole educational set-up including the holding of the examinations and in such chaos, examinations were held without the standard norms. Students were suggested to copy and could copy in the examination hall without any resistance and hesitation. Thus, it is found that <sup>most of</sup> the students were so predisposed that at the slightest provocation, they resorted to copying/mass-copying, breaking all norms of the examination. <sup>So</sup> ~~Thus~~, pre-independence anti-educational system movement and post-independence anti-educational system movement cannot be viewed in the same perspective. When there is only negation without any constructive, disciplined idea and efforts, we can not but consider this as a pathological trend. Far more, when the educational system is decried on the one hand, but on the other, degree of that very system is desired and attempts are made <sup>to obtain it</sup> by the students, by mal-practice in the examination, it



can not but be considered as a deviant behaviour or problem-behaviour. One who accepts the degree of an educational system should also accept all the norms and standard of such a system. But degree or diploma obtaining <sup>^</sup>endeavour of the apparently decried system violating the norm of that very system of examination is out and out a deviant behaviour.

Thus, we find that mass-copying was started merely in the garb of a political movement with a manifesto of defying and destructing the ineffective educational system at the initiative of some anti-social and unruly elements, although posing to represent an 'ideology'. So mass-copying, although, started from the slogans and manifestos against the present educational system but that was more a camouflage or at best a rationalisation of an indisciplined act, a deviant behaviour.

From all these, it is evident that mass-copying germinated from some pre-disposing and precipitating factors as we find in any kind of deviant behaviour. The 1969-70 turmoil may be considered as the precipitating cause for such behaviour among the students. The students were already pre-disposed. That kind of chaos, although, has now subsided to some extent, but mass-copying or mal-practices in the examination is still persisting.

So, attributing the precipitating factors of the 1969-70 turmoil as the cause of mass-copying behaviour as opined by some, is unscientific, superficial and over-simplification of a deep-rooted problem. The pre-disposing factors that make the soil ripe for such disorganization should, therefore, be considered systematically. More strict vigilance with police



and red-measure may check mass-copying, but if the pre-disposing conditions remain and continue to operate, this imposed rule and red-measure will result in mass-failure of the students.

This has been evident from some of the University and Board-examinations <sup>results</sup> in course of last <sup>few</sup> ~~two~~ years. Thus mass-copying or mass-failure ultimately amount to huge manpower and economic wastage directly or indirectly jeopardising national progress and development.

From all these considerations, we have proposed to consider mass-copying behaviour as problem-behaviour of the students and it has been viewed from psychological point of view as symptomatic or pseudo-adjustive behaviour.

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CHAPTER - III

Review of Literature : Allied Studies.



### Allied Works:

Although direct works or probe into Mass-copying is as yet not done, yet the variables that are supposed to be involved in Mass-copying have been considered and investigated upon in a number of allied problems. A brief survey of work depicting the role of these variables would be given here under:

In this connection "Hoyt study of teacher knowledge and pupil achievement" may be cited(Hoyt, 1950). This study was planned to answer an important theoretical and practical educational question, what are the effects on the achievement and attitude of pupil if the teachers are given knowledge of the characteristics of their pupils. This study has a bearing on the present problem concerning the variable "teacher-pupil ratio" and "teacher-pupil relation". Another study by Ojemann and Wilkinson (1939) purported to show that such knowledge feed back enhances pupil achievement and personality. A notable positive result of this work was that pupil's attitude towards teacher seemed to improve when there were increases in teacher knowledge about the pupils. And it was further found that the amount of information a teacher possesses about the student, has an influence on student achievement.

The behaviour of a group is determined to a large extent by the pattern of communication or interaction. Frequent interaction, absence of authority and awareness of success leads to interactions accompanied by friendliness among members of a group as suggested by Homans (1950) Thibaut and Coules(1952) revealed that mutual understanding was difficult to achieve when communication was not directed and was severely restricted.



A study by Jenkins (1948) indicated that more interest and enjoyment was achieved when a group leader (teacher) tries to ensure equal participation for all members and when the teacher participates <sup>in</sup> the discussion by initiating comments and questions. This also has a bearing on the present problem as it involves teacher-pupil ratio, communication pattern and teaching method.

Hare (1952) concluded that a group to function effectively should normally have twelve members and that leaders in smaller groups tended to have more influence on group discussion than did leaders of large groups. Hamphill (1950) indicated that larger the class size more directing and dominant a teacher must be. Stenzer (1950) observed that an interaction increased when the persons in group could see as well as hear other members in the group. McNein (1962) concluded on the basis of his study that student teaching would improve if feed-back included:

1. Indication of the extent to which children understood the lesson (knowledge of the rate of progress).
2. Knowledge of the obstacle encountered by the children.
3. Explanation of how teaching performance could be modified.

Campan, ~~1974~~ in a recent study (1974) on the instructional effectiveness of various audio-visual media for teaching adults observed the relative effectivity of programmed instructions, television, motion pictures, slides, radio, tape-recordings, charts, etc.

Sinha, (1972) found that general mental ability is the most predominant factor in determining scholastic achievements and achievements motivation comes next. No substantial relationship seem to exist between general mental ability and study habit in



this study. The same is revealed also in the investigations of Brog (1965) and Kao (1970). Further no substantial relationship is found to exist between general mental ability and achievement motivation and this is corroborated by the findings of Lynn (1969).

The experiment performed by Blake and Morton (1957) showed that the prohibition is usually determined jointly by the strength of the prohibition and the perceived reactions of others to it. The status of the person violating a certain principle is also important. If most of the children in the class violate some social or moral taboo, a child is more likely to go along with them. Again the influence will be more pronounced if the teacher or the elder boys and girls violate it. This may have a reference to Mass-copying behaviour which is some form of violation of social and moral codes.

According to Back (1951) the members of the high cohesive groups tended to feel less resistant to their partners' attempts to influence them did the members of the low cohesive groups. These results can be interpreted in terms of the individuals' identification with the group. In high cohesive groups, the more attraction toward the group is partly due to the identification of the individual's goals and aspirations with the goals and objectives of the group. He is willing to accept pressures and influence because he sees better satisfaction of his needs in the group. This may have some reference to group pressure in Mass-copying behaviour.



Although there is no general agreement about all the objectives of formal schooling, some are commonly expected. Most persons, specially those in less privileged groups, see education as a key to better jobs, higher salaries and advancement in socio-economic status; in short as the route to wealth, position and the accumulation of more and superior goods (Beaton, 1975).

An examination of effects of education is complicated by the selective distribution of education itself. It can be shown that on the average, those who receive more education have higher aptitude scores, come from families of higher socio-economic status and have had more family pressure for educational attainment (Beaton, 1975).

Environmental stimulation is thought to have its most potent effects during periods of maximum growth (Caldwell, 1962). Since the pre-school period is regarded as the best growth period for cognitive development (Bloom, 1964) it is receiving increasing attention (Tizard, 1974) and pre-school enrichment is rapidly advancing its claim as a necessary (Hunt, 1964) but not sufficient (Bernstein, 1970) element in compensatory education.

Differences in attainments are believed to reflect differing treatments in the early years (Kagan, 1970).



### Personality factors and educational achievement:

There have been a number of studies that have focussed the importance of personality and non-intellectual factors on academic performance. Studies at the University of Oklahoma (1962) showed that "intellectual variables can function effectively only when the personality function is properly integrated". Willott (1953) by his studies of secondary school children explored the <sup>important</sup> role of orientation, family background, adaptation to studies and the method of teaching on the academic success of the secondary school children. Januar's (1961) investigation in the Indian context tried to determine the relationship between some personality variables and achievement and tried to find out whether personality factors affected achievement independently of intelligence. It was revealed from the studies that there is a relation between achievement and personality adjustment of the students. Skager and Terwilliger (1964) in their study of certain non-intellectual correlates of secondary school achievement attempted to isolate biographical and attitudinal correlates after controlling the factor of aptitude. Results indicated the following attributes to be positively related to the criterion of achievement; high academic aspiration, a home and peer-environment goals and general intellectual pursuits and self-initiative efforts of an intellectual nature.

Lord Robins and his colleagues (report 1963) have emphasized the role of environmental advantages and disadvantages in academic performance of the students. Close association <sup>between a father's level of occupation</sup> and the educational



achievement of his children at school has been observed. Economic circumstances of the home constitute a very influential factor as also the educational back-ground of the parent. According to the report, "the degree to which children experience an academic environment has a major influence on whether they make the best of their <sup>+</sup>talents." Again it is suggested that "the numbers ~~of~~ who are capable of benefiting from higher education are a function not only of heredity but also of a host of other influences varying with standards of educational provisions, family income, and attitudes and the educational received by previous generations."

From a study by Misra(1962), Sinha & Misra(1961; 1963) investigating into the extent of influence of the non-intellectual and personality factors, which could discriminate between the high and low achievers in engineering education.

### Teachers' Attitude:

Random ascriptions regarding student characteristics sometimes influence teacher behaviour toward subjects, subsequent student behaviour, and subsequent teacher evaluations of student traits. Deez(1968) reported that teachers taught more to students labelled "high ability" than to those labelled "low ability". Rothbart, Dalfen, and Barrett (1971) found that teachers were more attentive toward children labelled "bright" than toward those labelled "dull". The "bright students were also rated as more intelligent, as having greater potential for future success.



Brandt and Hayden (1974) found that the performance (i.e., success) of a simulated fictitious student was the predominant influence on teacher ratings, although ascriptions of student characteristics made prior to the teaching task significantly affected the teachers' attributions of the quality of student performance itself.

In a study of Johnson et al., Deckman (1970) added conditions in which the child performed consistently well and in which performance deteriorated. Teachers in the consistently low condition and those in the deteriorating condition tended to attribute responsibility to the child or to situational demands. Consistently high performance was attributed to child ability, but teachers tended to assume responsibility themselves when performance improved.

XXXXXXXXXXXX



#### CHAPTER - IV

Theoretical frame: Model used in the present work.



### THEORETICAL FRAME

#### Model used in the present study.

No child is inevitably destined to become a problem child because of his heredity. In selected cases however, the inheritance of unfavourable physiological and mental traits may increase the probability that a child will engage in anti-social acts if he is exposed to life situations that encourage delinquency (Page, 1947). From psychological stand point, delinquent behaviour is one with problem behaviour in general. Only legal questions separate delinquents from other problem children. The significance of heredity is most marked in cases of persistent criminality. On the other hand, heredity is probably of negligible importance in most mild or isolated offences. The evidence in support of heredity is based on family and twin data. More than fifty percent of the adult offenders studied by Glueck and Glueck (1930) came from families having a criminal record. Although suggested that this finding is not conclusive since family investigations reflect the combined effect of hereditary and environmental influences. Heredity plays a less important role in problem behaviour and/or delinquency than in adult criminality. Only about twenty to twenty-five percent come from families having criminal records (Surt, 1938; Haply and Cronmar, 1936). In a study of like sex-twins, it was found that both members of a pair were delinquent in ninety-three percent of the cases



involving identical twins and in eighty percent of those involving fraternal twins. The high agreement in concordance rate between the two types of twins favours environment as the main cause (Kossonoff and Handy, 1934).

As such, we shall be concerned with the environmental ~~possible~~ factors of problem behaviour like mas.-copying<sup>copying</sup> with special reference to school influences and home background.

In this study, a system concept has been used. Educational processes have been considered as a system, which in itself is a sub-system of the social system. [The environmental field-forces, which act upon an individual student, are the result of the actions and inter-actions of these systems.]

The educational system, here, has been conceived of comprising three sub-systems:

- (1) Student sub-system,
- (2) Faculty sub-system,
- (3) Administrative sub-system.

These three sub-systems are inter-dependent among themselves. The Exhibit I, shows the educational system and its three sub-systems. Exhibit I, also shows some of the salient characteristics of these sub-systems. In the model, inputs, are considered as the quality of members (e.g., administrative staff, faculty, students), administrative rules and procedures and the quality of teaching etc., the conversion processes are inter-action processes among the three sub-systems



as well as within each sub-system and the out-put is considered as the number of students passed out; quality of the examination results, emergent behaviour of the members of the staff and students (satisfaction, dissatisfaction, favourable or unfavourable attitude, mass-copying on the part of the students, protest behaviour etc.).

In this project only the Mass-copying in examination (an out-put) and the factors related to the three sub-systems which might contribute to the mass-copying behaviour have been considered.

In this study, mass-copying behaviour has been considered as the dependent variable and the independent variables are some of the characteristics of administrative sub-system, the faculty sub-system and the student sub-system.

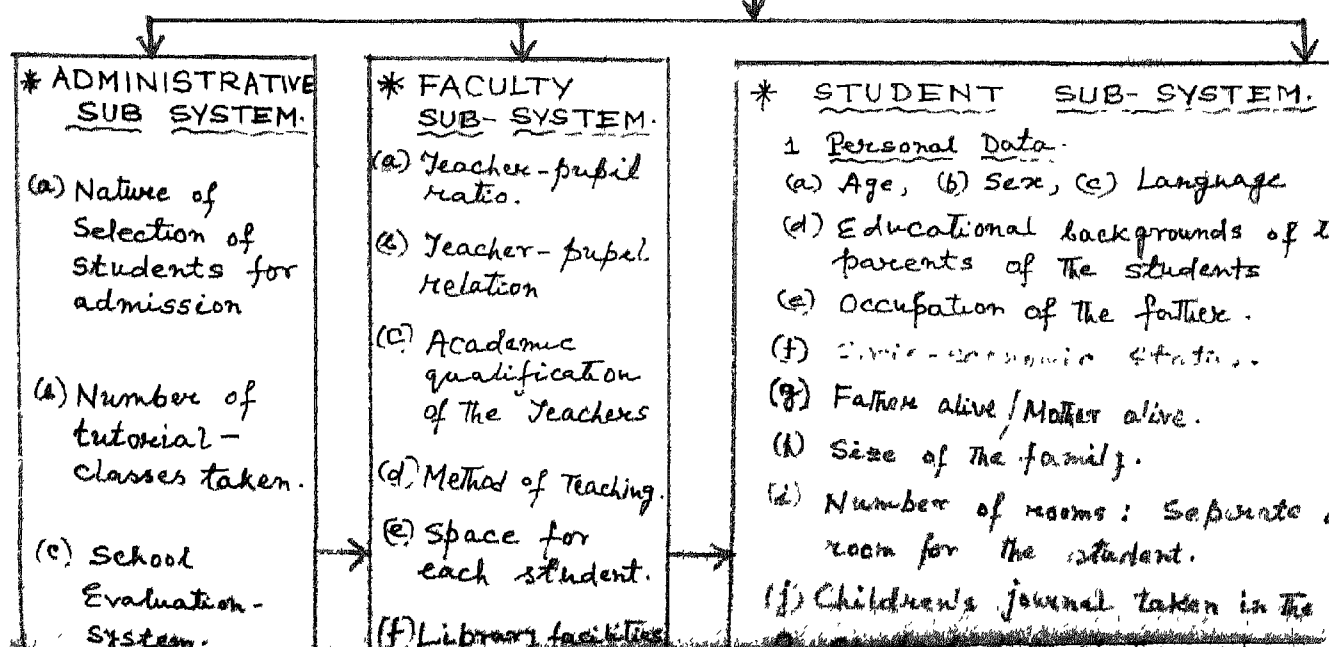
The intervening variables are the psychological processes of students participating in copying and/or mass-copying.

### Exhibit-I:

### Model

### EXHIBIT-I.\*

### EDUCATIONAL SYSTEM.





In the schematic formulation, ~~a~~ a multifactor model has been proposed, instead of a simple cause and effect (mass-copying) relationship. In other words, mass-copying ~~is~~ is dependent on several factors (independent variables) and the intervening variables, which in effect act as independent variables.

On the basis of the theoretical frame work presented, the present pilot study ~~aims to discern the associated factors associated~~ with mass copying <sup>and for that</sup> conducted a field study on two types of institutions and students thereof, one type of institutions, participating in Mass-copying and the other not at all or mostly not participating in Mass-copying, to find out differences between these two types of secondary schools in various aspects considered in our study i.e., in respect of Faculty sub-system, Administrative sub-system and the Student sub-system.

Variables taken into consideration in the present study are as follows:

Dependent Variable:

- (1) Mass-copying behaviour.

Independent Variables:

1. Student sub-system.

- (1) Personal data: (a) Age of the student,  
 (b) Sex, (c) Language,  
 (d) Educational background of the parents of the student,  
 (e) Occupation of the parent <sup>(father)</sup> of the students,  
 (f) Socio-economic status of the parents of the students,



- (g) Father alive/mother alive,
  - (h) Number of members of the family:  
size of the family,
  - (i) Family size and number of rooms in the house: Separate study room for the student,
  - (j) Children's Journal taken in the house,
- (11) Study habit of the student:
- (a) Average study hours of the student in the house,
  - (b) Private tutor of the student or coaching class attended,
  - ~~(c) [Percentage of marks obtained by the student in the last annual examination of the school.]~~
  - (c) [Percentage of marks obtained by the student in the last annual examination of the school.]

## 2. Faculty sub-system:

- (a) Teacher-pupil ratio,
- (b) Teacher-pupil relation,
- (c) Academic qualification of the teachers, and their length of teaching experience.
- (d) Method of teaching,
- (e) Physical environment of the school:  
space for each student,
- (f) Library facilities for the students in the school,
- (g) Co-curricular facilities for the students in the school.

## 3. Administrative sub-system:

- (a) Nature of selection of students for admission,
- (b) Number of tutorial classes taken,
- (c) School evaluation system.



#### 4. Intervening Variables:

- (a) Attitude of the students towards the school,
- (b) Attitude of the students towards the teachers,
- (c) Attitude of the teachers towards the students,
- (d) Personality of the students in respect of  
15 personality variables namely achievement,  
order, deference, abasement, affiliation,  
nurturance, succurance, endurance, change,  
intraception, dominance, autonomy, aggression,  
heterosexuality, exhibition.





**CHAPTER - V**

**Problem, Method and Procedure.**



### MODEL, HYPOTHESES AND FORMULATION

The objective of the study is to find out the factors associated with mass-copying behaviour of the students with reference to the respective school system, the home background and the attitudinal and personality variables of the students by way of a comparative study between a group of school students taking from M.C. schools participating in copying or mass-copying in the examination and a group of school students taking from N.M.C. schools consistently having no reports of copying or mass-copying in course of their school career.

In the context of the theoretical framework mentioned earlier, in the light of the objective of the study mentioned above and the literature reviewed, precisely the following hypotheses have been examined in this pilot study:

(1) That the institutions where majority of the students participate in copying and/or mass-copying differ appreciably in respect of faculty sub-system and administrative sub-system from those institutions where majority of the students do not



participate consistently in copying and/or mass-copying.

(2) That the students participating in copying and/or mass-copying from the mass-copying institutions - significantly differ in respect of their home-conditions including parental education and socio-economic status from the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

(3) That the students participating in copying and/or mass-copying from the mass-copying institutions significantly differ in respect of their study habit from the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

(4) That the students participating in copying and/or mass-copying from the mass-copying institutions significantly differ in respect of their academic achievement scores from the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

(5) That the students participating in copying and/or mass-copying from the mass-copying institutions significantly differ in respect of their attitude towards the different aspects of school ~~system~~ from the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

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\* These institutions have been categorised as mass-copying institutions or M.C. institutions where 75% to 100% of the students participate in copying and/or mass-copying as reported by the Headmasters and the teachers, in the school examinations and in the final Secondary Board examination.

These institutions have been categorised and named as non-mass-copying institutions or N.C. institutions where 75% to 100% of the students do not participate in copying and/or mass-copying as reported by the Headmasters and the teachers, in the school examinations and in the final Secondary Board examinations.



(6) That the students participating in copying and/or mass-copying from mass-copying institutions significantly differ in respect of their attitude towards their teachers from the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

(7) That the teachers of mass-copying institutions significantly differ in respect of their attitude towards the students from the teachers of the non-mass-copying institutions.

(8) That the students participating in copying and/or mass-copying from the mass-copying institutions significantly differ in some of the personality variables from those of the students not participating in copying and/or mass-copying from the non-mass-copying institutions.

### Sample:

Multiphasic stratified random sampling technique has been adopted in the present study.

- (a) Sampling frame.
- (b) Selection of schools: Size of the school samples (First phase).
- (c) Selection of students participating in copying and/or mass-copying and not participating in copying and/or mass-copying (Second phase).



Rating of secondary schools of Calcutta in terms of their degree of involvement in mass-copying in the final secondary examination of the West Bengal Board of Secondary Education by appropriate raters and categorization of the schools in two types: mass-copying institutions or M. C. and non-mass-copying institutions or N.M.C.

A list of secondary schools of Calcutta (Boys), affiliated to the West Bengal Board of Secondary Education was prepared. The schools were arranged zone-wise (Postal) so that the raters for the schools of a zone could be well informed about the schools and could rate the schools of their respective zones from their personal knowledge and experience about the activities of the schools. (A Rating schedule with instruction for the raters appended with the report).

One hundred and eighty-nine schools of different zones, distributed and arranged zone-wise (Postal) were rated in respect of their degree of involvement in mass-copying in the final secondary examinations of the West Bengal Board of Secondary Education, as observed and experienced for the last few years. The enlisted schools of each zone were expected to be rated at least by four raters and more in case of zones, where number of schools were more, for greater consistency and inter-rater agreement. But from our experience we have to report that a number of Headmaster-raters of a number of schools of different zones took time with the assurance to the Field assistants visiting them that they would rate the schools of their zones but finally returned the rating schedules without any rating for their



pre-occupations. As the time was short for this pilot study, they could not further be approached and persuaded to co-operate with this project work although they showed much enthusiasm and expressed highly of the utility of the project work. Some of the Headmaster raters were afraid of such rating because they felt that this type of work would ultimately expose the lapses and flaws of their institutions officially. This fear of being exposed was one of <sup>The</sup> main hindering forces for which we failed to get in many cases adequate number of raters Headmasters and senior teachers in some cases in a number of zones.

The schools of each zone considered for our study were, however, rated by at least two and more than two raters separately i.e., if there were ten schools in a zone, then these ten schools were rated by two or more than two Headmaster-raters of different schools of <sup>This</sup> a particular zone separately, excluding the schools of those Headmaster-raters. In some cases, the rating was done by two Headmasters and one senior teacher where the Headmasters declined to rate for their personal reservations. Many of the schools of a number of zones could not be rated more than two raters. Some zones had to be rated by only one rater because of the non-cooperative attitude of the Headmaster-raters. The schools of such zones rated by only one rater could not be considered for our study. Schools rated by at least two raters have, however, been considered for the present study.

The rating was done on a five-point rating scale, each point standing for a particular degree of involvement (in percentage) of the students of a particular school in mass-copying in the final



secondary examination of the Board (0% - 25% - 50% - 75% - 100%). The Headmasters and in some cases seniors teachers of the schools of the considered zones were approached randomly without any previous knowledge about and acquaintance with any of the Headmasters or senior teachers approached. If there were ten schools in a zone, four Headmasters at random of the zone were approached, <sup>p</sup> report was attempted to be established, attempts were made to convince them about the utility and purpose of this investigation and finally the rating schedule along with the instruction and an appeal, from the project Director, was given to each of the Headmaster-raters. Some of the Headmaster raters being convinced as to the purpose of this important investigation and being assured of the fact that their identities would not be disclosed, rendered all possible co-operation for the investigation, and from their personal knowledge of the schools of their respective zones, rated those schools as per the instructions printed in the rating schedule. If any of the first approached ~~the~~ Headmasters refused to devote time for this or expressed his inability to rate the institutions of his zone for mass-copying or sometimes expressed a critical attitude about the research itself for his personal beliefs and conviction that the research findings and the remedial measures logically arrived at from such findings, would never be implemented in this socio-economic set-up, then the Headmasters of other schools of the same zone were approached. If in some cases Headmasters were not available, senior teachers (having continued experience for at least ten years or Assistant Headmaster) were approached. In many zones, we had to face total failure because we could not secure co-operation from more than <sup>we received</sup> one Headmaster; in some cases <sup>we received</sup> co-operation of two Headmasters only.



zones which were rated by only one Headmaster could not be considered for the inadequate number of raters.

Table - I: Showing zones (Postal) with corresponding schools covered and number of raters available for each zone.

Zones covered		No. of schools rated.	No. of raters available
Calcutta	- 1	5	1
"	2	7	4
"	3	7	2
"	4	9	1
"	5	5	3
"	6	21	3
"	7	9	1
"	9	11	3
"	10	5	3
"	11	2	3
"	12	8	3
"	13	2	1
"	14	12	3
"	15	3	3
"	16	6	3
"	19	9	3
"	20	7	3
"	25	5	4
"	26	9	3
"	27	5	2
"	29	5	3
"	30	5	3
"	31	7	3
"	32	7	3
"	33	4	3
"	37	5	3
"	54	6	3
24-Parganas (Just adjacent to Calcutta-32 area)		3	1



Finally on the basis of the inter-rater agreement fourteen (14) institutions came out on the two extreme poles of the rating scale — seven being zero percent to twenty-five percent involved in mass-copying (i.e., seventy-five to ~~cent~~ percent of the students, as observed, consistently did not participate in mass-copying during the final secondary examination or any type of mal-practice in the examination for the last few years) and seven institutions being involved to the extent of seventy-five to ~~cent~~ percent in mass-copying (i.e., seventy-five to ~~cent~~ percent of the students, as observed, participated in mass-copying during the last few years in the final secondary examinations).

Thus the institutions were categorised into two types —  
 ① one non-mass-copying institutions or N.M.C. and ② mass-copying institutions or M.C.

Method and Procedure adopted to find-out inter-rater agreement and disagreement:

In the first phase, the percentage values were arbitrarily converted into numerical score values for smooth calculation. Accordingly, zero-percent was given a value of one, twenty-five percent a value of two, fifty percent a value of three, seventy-five percent a value of four, and the ~~cent~~ percent a value of five. Thus five stands for maximum copying and one stands for minimum copying.





In the second phase, all the percentage values, as rated for all the schools, were converted into numerical values as stated above.

In the third phase, for each zone, the average value of the scores allotted to different schools by each rater was determined. The results of a particular zone (Calcutta-2) are shown below.

ZONE - Calcutta-2.

Schools \ Raters	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	Total in terms of school	Average in terms of school
1	5	5	5	15	5.00
2	5	4	5	14	4.67
3	5	5	5	15	5.00
4	4	5	5	14	4.67
Total in terms of raters.	19	19	20		
Average in terms of raters.	4.75	4.75	5.00		

Similarly, the average score of each rater was determined for another zone where the raters were different. The procedure was repeated for all the zones. Table-2A shows zone-wise the average score of each rater. Again for each zone, the average score of each school being rated by different raters was also found out and shown in Table-2B along with the over-all average scores for the zones.



To examine whether there is any significant difference among the evaluation or judgement in rating the schools in respect of their involvement in mass-copying by the different raters and also to examine whether there is any significant difference among the different schools in respect of their average scores, analysis of variance was carried out. The respective values of F-statistics are also shown in Tables 2A and 2B.

Table-2A: Average score of each rater and the value of K-ratio.

School	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	Value of K-ratio
Calcutta - 2	4.75	4.75	5.00	0.43
Calcutta - 6	3.43	4.86	3.57	9.75*
Calcutta - 9	3.00	3.43	2.43	4.72*
Calcutta -10	3.67	2.33	—	16.18*
Calcutta- 14	2.80	1.80	—	10.00*
Calcutta -16	1.75	1.50	—	1.00
Calcutta -19	2.20	1.00	—	36.00**
Calcutta -20	3.33	2.33	2.00	0.78
Calcutta -26	3.25	3.50	2.56	5.70*
Calcutta-29	4.00	3.50	3.50	1.00
Calcutta- 31	2.60	2.20	2.80	3.50
Calcutta -34	2.00	1.80	2.00	1.00

\* Significant at 5% level.

\*\* Significant at 1% level.



Table-2B: Average score of each school and the value of 'F'-ratio.

Zone	Schools	A B C D E F G							Average Score.	Value of 'F'-ratio
		A	B	C	D	E	F	G		
Calcutta-2		3.00	2.67	3.00	1.67	—	—	—	2.67	0.67
"	6	4.33	3.67	3.33	3.33	4.67	4.33	4.00	3.95	1.86
"	9	2.67	3.00	4.33	4.00	1.67	4.00	1.00	2.95	12.94*
"	10	3.00	3.00	3.50	—	—	—	—	3.17	3.03
"	14	2.50	2.00	2.00	2.50	2.50	—	—	2.30	0.60
"	16	2.00	2.00	1.50	1.00	—	—	—	1.63	3.67
"	19	1.50	2.00	1.50	1.50	1.50	—	—	1.60	1.00
"	20	1.67	3.33	3.33	—	—	—	—	2.78	2.78
"	26	4.33	3.67	2.33	2.00	—	—	—	3.08	1.70
"	29	3.33	4.00	—	—	—	—	—	3.67	4.00
"	31	3.00	2.67	2.67	2.33	2.00	—	—	2.53	3.24
"	54	2.00	2.33	3.00	2.00	—	—	—	2.33	1.00

\*\* Significant at 1% level.

Number of schools have been shown upto seven (from A to G) although there are more than seven schools in some zones, but we have considered those schools only which have been rated by the two or three same raters of that zone.



Table-3A: Rating pattern for M.C. schools.

<div>Rating</div> School Code	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	Average
A Calcutta - 9	1	1	1	1.00
B Calcutta -26	2	2	2	2.00
C Calcutta -16	1	1	1	1.00
D Calcutta -20	2	2	1	1.66
E Calcutta - 9	1	2	2	1.66
Average	1.40	1.60	1.40	—

Table-3B: Rating pattern for M.C. Schools.

<div>Rating</div> School Code	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	Average
A <sub>1</sub> Calcutta-2	5	5	5	5.00
B <sub>1</sub> Calcutta-26	4	5	2	3.66
C <sub>1</sub> Calcutta-6	4	5	4	4.33
D <sub>1</sub> Calcutta-9	4	5	3	4.00
E <sub>1</sub> Calcutta-2	5	4	5	4.66
Average	4.40	4.80	3.80	—



Table - 4A:                      Analysis of variance of Data of  
Table-3A (N.M.C.).

Source	d.f.	S.S.	M.S.S.	F (Obs.)	F(Theo)
Raters	2	0.13	0.07	0.43	4.46
Schools	4	2.40	0.60	4.00*	3.84
Error	8	1.20	0.15		
Total	14	3.73			

\* Significant at 5% level.

Table - 4B:                      Analysis of variance of Data of  
Table-3B (M.C.).

Source	d.f.	S.S.	M.S.S.	F (Obs.)	F(Theo)
Raters	2	2.53	1.265	1.85	4.46
Schools	4	5.33	0.883	1.22	3.84
Error	8	5.47	0.684		
Total	14	11.33			



From Table-2A, we find that there is no significant difference among the average rating scores of different raters in respect of zones 2, 16, 20, 29, 31 and 54. In other words, There is over-all agreement and consistency among the respective raters of the above mentioned zones. In the case of the schools belonging to zones 6, 9, 10, 14 and 26, complete concordance in the rating of the schools among the different raters have not, however, been attained.

It may be observed from Table-2A that excepting zone 9, in all other zones, there is no significant difference among the average scores of different schools of the same zone. It may also be found that zone 19 has the minimum average score (1.60) i.e., all the schools in that zone are involved in 0% to 25% mass-copying while zone 2 has the maximum average score (4.84) i.e., the schools in that zone resort to almost <sup>cent</sup>~~100~~ percent mass-copying. The schools in zone 9 are of mixed types i.e., mass-copying institutions and non-mass-copying institutions are equally distributed in that zone.

Ultimately from the inter-rater agreement, fourteen schools have been categorised as N.M.C. and M.C. schools which came out on the two extreme poles of the rating scale — seven being 0% to 25% involved in mass-copying (N.M.C.) and seven being 75% to 100% involved in mass-copying (M.C.). It may be mentioned here that since, in some zones there has not been perfect concordance among all the raters (Table-2A), so from the said zones, we have considered only those schools for categorizing as N.M.C. or M.C. schools where average scores of different raters do not appreciably differ.



### SIZE OF THE SAMPLE(Schools)

Out of these fourteen institutions, ten institutions were considered for our study — five institutions belonging to N.M.C. group and equal number belonging to M.C. group.

Table-3A and 3B shows the rating pattern for N.M.C. and M. C. groups.

From Table-4A and 4B, it may be observed that there is no difference in the opinion of the different raters in the case of both N.M.C. and M.C. groups. In the case of M.C. group, the average scores of different institutions do not differ significantly (Table-4B). In the case of N.M.C. group, though a significant difference has been noticed in respect of the average scores of different institutions (Table-4A), but the score values remain between 1 and 2 i.e., the range of non-mass-copying level which lies between 0% to 25% involvement in Mass-copying.

For practical difficulties like shortage of adequate time, long distance of the schools from the research centre, as mentioned, out of the fourteen categorized institutions, five from N.M.C. and five from M. C. groups were taken into consideration without going for any other criterion. These ten institutions were considered in a random way. It was felt that five schools for each group (M.C. and N.M.C.) would be adequate for the present pilot study. We had <sup>to</sup> consider



many aspects namely,  
<sup>^</sup> the number of samples required for the construction of the attitude scales, time, cost involved and number of field assistants, before the finalization of the number of schools to be considered.

Selection of students (Boys) from these institutions:

(a) Students of class-X, who would be appearing in the final examination of the West Bengal Board of Secondary Education, were considered.

(b) Students of class-X after passing the class-X test examination who appeared in final secondary education of the West Bengal Board of Secondary Education but were reported against by the Board Examination authorities on the report of the invigilators and examination centre in-charge for participating in mass-copying during the final examination, were also considered.

Justification of Selection of Class-X students from N.M.C. and M.C. schools:

(a) As they are the final year students (between age range 15 and 17), they are expected to attain a considerable degree of maturity and they have gone through the school processing for a considerable length of time and thereby they have or at least are expected to have formulated an attitude towards the school, towards the teachers by way of their direct contact with them for a number of years, and the information collected from them may be considered acceptable. Over and above, the teachers and the Headmasters of the schools are supposed to be in a good position to know each of the class-X students about their academic



performances, trends, behaviour pattern and over-all school conduct because of their long association with the students in the school. Most of the students as we found got admitted into the school in class-V if not earlier and prosecuted their study for the final examination upto class-X. A very few students take admission in the school in relatively higher classes, some even in class-X on transfer certificate from other schools.

(b) Students who were found to be reported against for participating in mass-copying <sup>in the Final Secondary examination.</sup> ~~was sent from school to school for~~ ~~posting and reporting the school that examination.~~

From all these considerations, students of class-X ~~from~~ these two types of institutions (N. M. C. and M. C.) were considered for the present study.

#### NUMBER OF STUDENTS SELECTED (1500)

Individual students constitute the final sample unit. As stated earlier, we have considered <sup>such</sup> ~~that~~ number of students ~~to be selected~~ that may be deemed adequate for (a) the purpose of the construction of the attitude scale (one of the major objectives of the pilot study); (b) many practical considerations such as distance of the schools from the office of the Research (University College of Science, Calcutta University), cost and time available and also research workers (Field Assistants).



The sample size was decided on the basis of the following considerations:

(1) Size should be adequate for the purpose of constructing attitude scale as mentioned earlier (Attitude of the students towards ~~the schools~~ ~~the schools~~ <sup>which would</sup> of the schools, attitude of the students towards the teachers) ~~to~~ be used in the final study.

(2) Time.

(3) Cost.

(4) Other practical considerations like co-operation and help received from the school authorities.

#### Procedure of Sample Drawing:

On the basis of the categorization of schools as per inter-rater agreement, the Headmasters of the schools considered finally for our study, were approached. In the N.M.C. schools, Headmasters and senior class-teachers (class-X) were requested to give names confidentially of those students who have copied or attempted to copy as observed and experienced by them in the class-examinations. The Headmasters in consultation with the class-teachers gave a list of such students (only of class-X) of the N.M.C. schools. Out of the five such N.M.C. schools,



three schools did not give any name of such students; these three schools according to their Headmasters' and teacher's versions have had no such students. If any student per chance so found to be copying in any of the school examination, they, as a matter of punishment immediately have to take Transfer Certificate and to leave the institution. Of course, in some cases, such detected students are warned and their guardians are immediately intimated of their wards taking unfair means in the examination. Only from two N.E.C. institutions, we could get, as given by the class-teachers, names of a few such copying students in the examination. Number of such students was eight (8) only. Barring these eight students from the total class-X students of the N.E.C. schools ninety-two (92) students were considered at random. Out of the five N.E.C. schools, from three schools, sixty students (60) taking twenty (20) from each at random were considered. From the other remaining two schools where the Class-X student strength was lesser in number, thirty-two (32) students, taking sixteen (16) from each at random, were considered.

The random selection of students was done in the following manner:

According to the strength of the students of Class-X, each of the roll numbers of the students of the above-mentioned schools were written in separate paper slips; after that, these paper slips were flaped and mixed up and one was asked to pick-up twenty slips as in the case of three schools and sixteen slips as in the case of other two schools. The roll numbers containing in each slips were noted and were considered as the research population for the present study (Non class-copying group).



For the M.C. institutions, the same method was followed. The Headmasters of these institutions were approached. All the Headmasters and some of the teachers of these schools were very co-operative. They admitted that the students of their schools, for the last few years, had been participating in mass-copying in the final secondary examinations. In fact the examinees (90%) of one of such institutions were reported against for participating in mass-copying in secondary final examination of West Bengal Board of Secondary Education. The Headmasters of these five institutions were requested to give names of the students if any of Class-X who in their observations and opinion, in no circumstances would resort to copying in the examination, despite the fact that the majority of the students (Class-X) of their schools have reports of copying in the school examinations as reported by the class-teachers and <sup>from</sup> confirmed by the Headmasters. We got non-copying students from the mass-copying schools and such students, as reported by the class-teachers and Headmasters, were twenty-one (21). This type of students were found in three of the five schools. In two schools the teachers and the Headmaster fail to give any such students. Barring these twenty-one (21) students, rest of the Class-X students of these schools were considered as copying students (for the fact that they copied in the examination and <sup>or searched</sup> ~~had~~ <sup>all the times</sup> opportunities for copying in the examination as reported by the teachers and Headmasters though occasionally checked for the time being for strict invigilation). We considered also nine (9) students of one of the M.C. institutions who were reported against for participating in mass-copying in the secondary final examination. [Such I.A. students for participating



in mass-copying were about seventy-five(75) in that institution. We tried to contact all of them but due to shortage of time mainly, and for other difficulties, we could contact fifteen(15) such students. They were requested to turn up in the school through a personal letter of the Headmaster of that institution to meet him on an urgent piece of business. Out of these fifteen students, finally ten students turned up on a particular date and hour. Of them, on all a sudden one student left the school without any permission. So, ultimately we could consider Nine(9) R.A. students for the present study.

When these students were interviewed and tests were given, they were not allowed to know the purpose of the study. The Headmaster could persuade them to participate in the testing programme.

The Class-X students of these institutions (barring those twenty-one students) and the R.A. students as mentioned earlier were considered as copying students. From one school( $A_1$ ), there were nineteen (19) students of Class-X(copying in the school examination) and nine(9) R.A. students copying in the Final Secondary Examination). From other four schools ( $B_1$ ,  $C_1$ ,  $D_1$  and  $E_1$ ) twelve(12), seventeen(17), sixteen(16), and nineteen(19) Class-X copying students respectively were considered. The difference in population of the different school is due to the difference of the Class-X student strength of these schools.

The random selection of M.C. students was done as in the case of N.M.C. institutions.



Finally students considered were ninety-two(92) as non-<sup>man</sup>copying students from N.M.C. schools and ninety-two(92) as <sup>man</sup>copying students from M. C. schools (83 class-X students and 9 R. A. students) for the present study.

[The non-<sup>man</sup>copying students from M.C. schools numbering twenty-one(21) and copying students from N.M.C. schools numbering eight(8) could have been considered separately; but for short of time, <sup>it</sup> ~~this~~ was not possible to investigate upon this group separately and furthermore, as this number of students in the two groups respectively were not sufficient, such programme was dropped. In the final study, this part should be considered to isolate more convincingly the psychological factors associated with copying behaviour of the students.]

To construct an attitude ~~scale~~ scale for determining the attitude of the teachers towards the students, one hundred and two (102) teachers — fifty-one(51) from N.M.C. schools and fifty-one(51) from M.C. schools were considered. Teachers who teach mostly in class-VIII, IX and X of the schools considered were selected at random.

The sample size is described in tabular form as given in the following table:



TABLE showing distribution of student-sample: (considered)  
in respect of schools:

TABLE-5A

N. M. C.		M. C.	
SCHOOLS	No. of students considered (non-copying).	SCHOOLS	No. of students considered (non-copying).
S <sub>1</sub>	16	S <sub>1</sub>	16 (including 8 non-students)
S <sub>2</sub>	20	S <sub>2</sub>	12
S <sub>3</sub>	16	S <sub>3</sub>	17
S <sub>4</sub>	20	S <sub>4</sub>	16
S <sub>5</sub>	20	S <sub>5</sub>	19
TOTAL	92	Total	92

TABLE showing distribution of copying students from N.M.C. schools and non-copying students from M.C. schools (not considered in the study).

TABLE-5B

Total number of students having reports of copying in examination though reading in N. M. C. schools e.g., M.C. students from N.M.C. schools.	Total number of students having no reports of copying in examination though reading in M. C. schools e.g., N.M.C. students from M.C. schools.
8	21
National Institute of Education Library & Documentation Unit (N.C.E.R.T.)	



TABLE showing distribution of Teacher-sample: (in respect of schools).

Table - 5c

N. M. C.		M. C.	
Schools	No. of teachers considered from N.M.C.	Schools	No. of teachers considered from M. C.
S <sub>1</sub>	9	S <sub>1</sub>	12
S <sub>2</sub>	10	S <sub>2</sub>	10
S <sub>3</sub>	10	S <sub>3</sub>	10
S <sub>4</sub>	10	S <sub>4</sub>	10
S <sub>5</sub>	12	S <sub>5</sub>	9
TOTAL	51	TOTAL	51

The student population was all Bengalees. Out of ninety-two (92) students of N.M.C. schools, the age range of eighty-eight (88) students was between 14 and 16 years and of four (4) students was between 17 and 18 years. Out of ninety-two (92) students of M.C. schools, the age range of sixty-two (62) students was between 14 to 16 years and <sup>(24)</sup> ~~of twenty-four (24)~~ students was between 17 to 18 years, and in between 19 and 20, there was six (6) students. The table given hereunder shows the distribution of students according to the age range both for N.M.C. and M.C. schools:

Table - 5d

Age Range (in yrs.)	N. M. C.	M. C.
(14 - 16)	88	62
(17 - 18)	4	24
(19 - 20)	0	6
Total	92	92

\*Other characteristics of student-sample are given in the following chapters.



<sup>N.M.C.</sup>  
The teacher population was constituted of forty-nine(49) Bengalee and two(2) non-Bengalee(Europan). Out of fifty one teachers of N.M.C. schools, the age range of fourteen(14) teachers was between 25 and 35 years, sixteen(16) teachers between 35 and 45 years, fifteen (15) teachers between 45 and 55 years and six(6) teachers between 55 and 65 years. Out of fifty one(51) teachers <sup>(Bengalee)</sup> of M.C. schools, the age range of twenty(20) teachers was between 25 and 35 years, twenty-one(21) teachers between 35 and 45 years, <sup>6 teachers between 45 and 55 years,</sup> and four(4) teachers between 55 and 65 years.

**TABLE:** showing distribution of teachers according to the age-range both for N.M.C. and M.C. Schools.

Table - 5 E

Age-range (in years)	N.M.C.	M.C.
(25 - 35)	14	20
(35 - 45)	16	21
(45 - 55)	15	6
(55 - 65)	6	4
TOTAL	51	51

\*Other characteristics of the sample size(experience and qualification) have been given in the \*\*following chapters 7.



## MATERIALS AND PROCEDURE:

The investigation reported here has made use of the (1) Information Schedule for the collection of information about the students (the student's sub-system). The information was mainly on the two aspects of the student's sub-system:- (a) Home environment of the students, (b) Study habit of the students.

(a) The variables considered have already been mentioned (Chap. <sup>IV</sup>.....Page. <sup>26</sup>.....) are, namely educational back-ground of the parents, occupation of the parents, socio-economic status, size of the family, number of rooms in the home, whether children's journal taken etc.

(b) Average study hours in the home, private tutors, co-curricular facilities ~~in the home~~, percentage of marks obtained in the last examination.

(2) Another information schedule was used to collect information about the schools (M.C. and N.M.C.) considered for the present study (Faculty and Administrative sub-system).

The information about the schools were regarding the faculty sub-system and the administrative sub-system of the school as mentioned ~~under the variables considered~~ <sup>before</sup> (Page. <sup>27</sup>.....) excepting method of teaching and teacher-pupil relation.

The first information schedule was to be filled in by the students. Report <sup>p</sup> was established with the students individually with the active co-operation and participation of the teachers. The students were individually made to understand the way of filling in the information schedule from their personal knowledge and experience.



The information schedule for the schools was filled in by the field investigators consulting the school-records and also in consultation with the respective Headmasters and senior teachers. The Headmasters of the schools considered rendered all possible co-operations and facilities in the form of allowing the investigators to go into the records for the collection of information regarding the schools.

(3) Rating schedule for the categorisation of the schools as mentioned earlier (Chap. ~~V~~...page. ~~32~~...).

(4). Attitude Scale:

Three scales were constructed in the present study:

- (a) One for the measurement of the attitude of the students towards the school-system; *and the other two for the measurement of*
- (b) Attitude of the students towards the teachers;
- and (c) Attitude of the teachers towards the students.

To examine the relation between the teacher and the student and hypothesis relating to it, two scales for measurement the attitude of the students towards the teachers and of the teachers towards the students have been proposed to be constructed. The two scales (b) and (c) have been constructed for it. And the scale (a) for measuring attitude of the students towards the school system (Faculty sub-system and administrative sub-system along with the educational system as a whole) has been proposed to be constructed.



*considering*

Justification for attitude of the students  
and the teachers in the present study:

Most definitions seem to agree that an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. Thus the individual's attitude are present but dormant most of the time, they become expressed in speech or other behaviour only when the object of the attitude is perceived.

Some attitudes are more <sup>Some attitudes go much deeper than others</sup> enduring than others, and touch upon one's fundamental philosophy of life, while others are relatively superficial. Again some attitudes seem to be more embarrassing than others; they lie at the base of more limited or specific attitudes and beliefs, thus pre-disposing the individual in a certain way toward new attitude and experiences that may come his way. For ease of understanding, social psychologists make a rough distinction among these different levels, calling the most superficial one beliefs, the next one attitudes, a deeper level, values or basic attitudes, and a still deeper personality. These rather vague distinction among different levels of beliefs must be thought of as more vs. less, enduring; deeper vs. more superficial; relatively stable vs. relatively changeable and more general vs. more specific (Oppenheim, 1966).

Fishbein and Ajzen (1975) may be referred in this context. They have explained the relation between beliefs, attitudes, tensions and behaviour with respect to a given object. They have explained how a person's attitude toward an object will not be



related to any specific behaviour, the person engages in with respect to the object, but it should be related to his over-all pattern of behaviour.

From these considerations, we have to consider the attitude of the students towards the school system, the teachers; attitude pattern is obviously related to their over-all pattern of school behaviour including behaviour in the examinations. And for this reason, construction of attitude scales has been considered as one of the important tasks of this pilot study so that it can be used effectively in the main work.

### CONSTRUCTION OF ATTITUDE SCALES : PHASES

#### I. The summated rating technique:

The attitude scales used for the present study were constructed through the summated rating technique of Likert. The attitudes measured through various responses, are supposed to be "grouped in patterns and clusters" and it is an individual's dispositional organization towards a particular area.

The justification for adopting the Likert technique is "its relative simplicity" and its yielding "scales of high reliability" (Hall, 1934).

#### II. Attitude Objects: (School)

##### (a) Faculty sub-system:

Attitude of the students towards the school and teachers

(i) Teacher-pupil relation,  
(ii) ~~Attitudes of the students towards the school systems and teachers.~~  
(ii) Teachers.



(iii) Physical environment of the schools.

(iv) Syllabus.

(v) Method of teaching.

(vi) Co-curricular.

(vii) Library

(b) Administrative sub-system:

(i) Admission system.

(ii) Class routine.

(iii) Examination system.

(c) Student sub-system:

*Attitude of  
the teachers* } (i) Students: school and in general.  
(ii) Examinations and the students.

### III. Developmental procedure:

The preparatory stages for constructing the three scales were as noted hereunder:

#### Item-Construction:

Items of an attitude study are generally known as "Statements" and a statement is defined as "anything that is said about a psychological object" (Edwards, 1957).

(a) Free interviews or depth interviews with about thirty-one students were done for exploring the origins, complexities and ramification of the attitude areas in questions, in order to decide more precisely what it is we wish to measure.



(b) To get vivid expressions of such attitudes from the respondents in a form that might make them suitable for use as statements in an attitude scale.

(c) Ten teachers were also interviewed in the same way (depth interview) for formulating statements of the scale "attitude of the teachers towards the students".

(d) Three senior teachers were consulted and were asked to rank about the different aspects of the school system that to their estimation (in order of their importance and/or influencing capacity) influence the school life of the students. From the rank order of the teachers, we could further guess the areas of the school that should be covered in the attitude scale.

Considering all these, the statements for the attitude scales were framed and compiled and were subjected to scrutiny.

The informal criteria like avoidance of statements that are --

- (i) Factual
- (ii) Ambiguous,
- (iii) Double-barraled,
- (iv) Lengthy,
- (v) Having several parts,
- (vi) Reflecting more than one variable,

as suggested by Ferguson (1939), Edwards and Kilpatrick(1949) and Edwards (1957) were the guiding principles to govern the phrasing and editing work. The original pool of statements [ (117) for the first scale, (53) for the second scale and (38) for the third scale ] was reduced to 84 for the first scale,



39 for the second scale and 44 for the third scale after the critical scrutiny. These statements, then were presented to five judges (two psychologist-experts, and three teacher-experts) for further scrutiny considering conformity to the respective attitude objects and final check-up. Finally, 54 statements for the first scale, 29 statements for the second scale and 34 statements for the third scale were considered.

#### Sample :

The final tryout was carried on by administering the items on 184 respondents (92 from N.M.C. and 92 from M.C. schools). Each respondent was asked, not merely whether he agreed or disagreed, with each statement but to check one of the five positions; for the scales one and two i.e., attitude of the students towards the school ~~systems~~ and attitude of the students towards the teachers, the respondents were 184. For the scale three i.e., attitude of the teachers towards the students, the respondents were 102 teachers, 51 being considered from M.C. schools and 51 from N.M.C. schools.

#### Scoring :

We decided for the scale considered that a high scale would mean favourable attitude, and a low scale-score would mean unfavourable or negative attitude and accordingly favourable statements were scored five "for strongly agree" down to one



"for strongly disagree" and unfavourable statements were scored one "for strongly agree" up to five "for strongly disagree".

For favourable statements:

- 5 = Strongly agree
- 4 = Partly agree
- 3 = Uncertain
- 2 = Partly disagree
- 1 = Strongly disagree.

For unfavourable statements:

- 1 = Strongly agree
- 2 = Partly agree
- 3 = Uncertain
- 4 = Partly disagree
- 5 = Strongly disagree

The scoring for the following items for the scale-one (Attitude of students towards school-systems) was reversed.

Items : 7, 8, 9, 10, 12, 14, 15, 16, 20, 21, 26, 27, 28, 29, <sup>31,</sup> 32, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 55, 56, 58, 59, 61, 62, 64. (Out of 64 items).

For the second scale (Attitude of students towards teachers) the reverse scoring was for the following items:

Items : 2, 3, 5, 7, 9, 11, 12, 14, 15, 16, 17, 18, 19, 21, 23, 26, 28. (Out of 29 items)



For the scale-three (Attitude of teachers to students), the reverse scoring was for the following items:

Items :- 1, 2, 3, 5, 11, 12, 14, 15, 16, 18, 23, 24, 25, 26, 28, 29, 32, 33, 34. (Out of 34 items).

### Item Analysis:

Item analysis was done <sup>to</sup> decide which are the best statements for our scales. In consideration of its computational ease, the 't'-test method was adopted in preference to some other techniques of item analysis (Young, 1956; Edwards, 1957).

On the basis of the summated scores obtained from all the statements, the items were arranged in serial order from high to low. The two extreme quarters of these series of 184 scores were then considered as the two criterion groups in terms of which individual statements were evaluated. The discriminative values of all the statements were computed individually by making 't'-test.

Since in this case, the number of respondents is sufficiently large, hence the statistic 't'

$$t = \frac{\text{Average score for any item -- Average score for the} \\ \text{For N.M.C. group} \quad \text{said item for H.C. group.}}{\text{S.E. of difference of the two average scores}}$$

is a normal deviate. (S.E. = Standard Error)

$$\text{i.e., } t = \frac{\bar{x}_A - \bar{x}_A'}{\left( \frac{\sigma_A^2}{n} + \frac{\sigma_{A'}^2}{n} \right)^{1/2}}$$



where,

$\bar{X}_A$  = Average score for item A for N.M.C. group.

$\bar{X}'_A$  = Average score for item A for M.C. group.

$\sigma_A^2$  = Variance of scores of item A for N.M.C. group.

$\sigma'^2_A$  = Variance of scores of item A for M.C. group.

$n$  = Number of respondents.

The values of 't' at 5% and 1% levels are 1.96 and 2.58 respectively.

TABLE-6A  
Discrimination (t) values of Attitude statements of Scale-One.  
(Tryout Scales)

Statement	't'-values	Statement	't'-values	Statement	't'-Values
1	1.55	22	3.67**	43	2.78*
2	0.32	23	2.92*	44	6.03**
3	1.84	24	1.61	45	3.66**
4	3.33**	25	1.04	46	0.80
5	0.28	26	3.51**	47	3.93**
6	4.00**	27	1.80	48	4.57**
7	0.96	28	1.51	49	4.95**
8	0.06	29	1.41	50	2.44*
9	1.49	30	<del>2.27</del> 0.11	51	2.53*
10	3.43**	31	2.47*	52	0.48
11	2.86*	32	1.58	53	1.40
12	0.98	33	1.92✓	54	0.97
13	2.16*	34	0.44	55	2.16*
14	0.11	35	4.83**	56	1.62
15	0.70	36	1.95✓	57	2.26*
16	3.32**	37	0.47	58	0.69
17	0.35	38	1.90✓	59	0.57
18	0.51	39	0.006	60	3.47**
19	3.57**	40	1.30	61	2.00*
20	0.08	41	0.05	62	1.45
21	0.69	42	2.18*	63	1.00
22				64	0.06

\* Significant at 5% level.

\*\* Significant at 1% level.

/ Nearly significant.



TABLE - 6 B

Discrimination (t)-values of Attitude Statements of Scale-One  
(arranged in order from high to low).

Final-Scale

statement No.	't'-values	Original statement No.	statement No.	't'- values.	original statement No.
1°	6.03	44	15	2.92	23
2	4.96	49	16	2.86	11
3	4.83	35	17°	2.78	43
4°	4.57	48	18°	2.53	51
5	4.00	6	19°	2.47	31
6°	3.93	47	20°	2.44	50
7	3.67	22	21	2.26	57
8°	3.66	45	22°	2.18	42
9	3.57	19	23°	2.16	55
10°	3.51	26	24	2.16	13
11	3.47	60	25°	2.00	61
12°	3.43	10	26	1.95	36
13	3.33	4	27	1.92	33
14°	3.32	16	28	1.90	38

• Reverse scoring.



TABLE - 7ADiscrimination (t)-values of Attitude Statements  
of Scale-two.

(Try-out Scale)

Statement	(t)-values	Statement	(t)-values
1	4.11**	16	4.84**
2	0.24	17	1.91 /
3	2.12*	18	0.26
4	1.50	19	1.65
5	2.52*	20	0.157
6	0.12	21	0.52
7	1.98*	22	1.07
8	0.35	23	1.82 ✓
9	0.33	24	1.58
10	1.28	25	0.97
11	0.15	26	0.20
12	1.05	27	1.39
13	3.24**	28	2.07*
14	0.62	29	1.20
15	1.44		

\* Significant at 5% level,

\*\* Significant at 1% level

✓ Nearly significant.

TABLE-7BDiscrimination (t)-values of Attitude statements of  
Scale-two (arranged in order from high to low)

(Final Scale)

Statement No.	(t)-values	Original statement No.	Statement No.	(t)-Values	Original Statement No.
1'	4.84	16	6'	2.07	28
2	4.11	<del>21</del> 1	7'	1.98	7
3	3.24	13	8'	1.91	17
4'	2.52	5	9'	1.82	23
5'	2.13	3	10'	1.65	19

• Reverse scoring.



TABLE - 8A

Discrimination (t)-values of Attitude Statements of  
Scale-Three

(Try-out Scale)

Statement	(t)-values	Statement	(t)-values
1	1.17	18	1.59
2	1.04	19	0.33
3	0.72	20	0.40
4	0.82	21	2.60*
5	0.87	22	0.10
6	0.43	23	0.26
7	0.54	24	1.03
8	0.13	25	0.95
9	0.91	26	1.73
10	0.34	27	0.62
11	1.19	28	0.30
12	0.10	29	0.55
13	0.00	30	0.94
14	1.79✓	31	0.96
15	0.08	32	2.30*
16	1.74✓	33	4.05**
17	1.15	34	0.17

\* Significant at 5% level.

\*\* Significant at 1% level.

✓ Nearly significant.

TABLE - 8B

Discrimination (t)-values of Attitude Statements of Scale-  
three (arranged in order from high to low)

(Final Scale)

Statement No.	(t)-values	Original statement No.
1°	4.05	33
2°	2.60	21
3°	2.30	32
4°	1.79	14
5°	1.74	16
6°	1.73	26

• Reverse Scoring



In Tables 6A, 7A, 8A (tryout scales for scale-one, scale-two and scale-three), the discrimination 't'-values of all the attitude statements, arranged in serial order, are shown. In Tables 6B, 7B, 8B (Final scale for scale-one, scale-two, and scale-three), the discrimination 't'-values of the attitude statements arranged in order from high to low (only the significant 't'-values) are shown. In the final scales, the 't'-values which are significant at 1% level, 5% level and 10% level, were considered. Thus the first final scale consisted of 28 statements (Table -6B), the second final scale consisted of 10 statements (Table -7B) and the third final scale consisted of 6 statements (Table -8B).

#### Reliability:

The reliabilition of the scales (Scale-one and scale-two) were estimated by the split-half technique, the method of splitting being odd-even. The co-efficients obtained for the two scales (both for N.M.C. and M.C. schools) after applying Spearman-Brown formula are presented in Table - 9 .

Table - 9  
Co-efficients of Reliability

Scales	Co-efficients of Reliability	
	N.M.C.	M.C.
Scale-one	0.88	0.87
Scale-two	0.83	0.97

For scale-three, as per the 't'-values, only three statements were found to be significant at 1% and 5% levels and other



three statements were found to be significant at 10% level. Thus we considered only 6-statements out of 34-statements and as such determination of reliability of this scale was not attempted [since calculations of correlation co-efficient of only 3 pairs of observations would involve much error].

### Validity:

Validating an attitude scale with some external criteria like interview results or others (Mcneamar, 1946) was not undertaken because of practical difficulties. But that the scales have face-validity or "logical-validity" (Anastasy, 1968) and "Jury-validity" can be ascertained from the fact that the statements were judged as conforming to the nature of continua by a group of five experts mentioned before. The statements were previously judged.

### Personality Test:

For finding out differences, if any, between the mass-copying students and non-mass-copying students in respect of their personality variables, Edwards Personal Preference Schedule (1954) was used.

The Edwards Personal Preference Schedule (PPS) was designed primarily as an instrument for research and counselling purposes to provide quick and convenient measures of a number of relatively independent personality variables.



The FPS provides measures of 15 personality variables.

The names of the variables are as follows:

1. Achievement (ach.)
2. Deference (def.)
3. Order (Ord.)
4. Exhibition (exh.)
5. Autonomy (aut.)
6. Affiliation (aff.)
7. Intracception (int.)
8. Succorance (suc.)
9. Dominance (dom.)
10. Abasement (aba.)
11. Nurturance (nur.)
12. Change (chg.)
13. Endurance (end.)
14. Heterosexuality (het.)
15. Aggression (agg.)

In addition to the above 15 personality variables, the FPS provided a measure of test consistency and a measure of profile stability.

The schedule consisting of two hundred and twenty-five (225) pairs of statements concerning the variables stated above were translated into Bengali, and it was properly edit~~x~~ed by three experts to see that the translation was ~~was~~ lucid, unambiguous, and to the spirit and language of the original statements in English, as far as possible.



The directions given in the original PPS were also translated in Bengali.

### Administration:

The subjects were asked to sit properly and rapport was established. It was given to small group of students. The Bengali version of the instruction printed on the cover page of the translated PPS was given to the subjects. They were asked to read the directions on the cover. Any difficulty to understand or query concerning the direction was answered to the individual subject. As per the direction, the subjects were asked to give their choices on the corresponding right-hand side of each pair of statements.

Before collecting the booklets, the subjects were asked to check the answer-sheets to make sure that their names were on them and they recorded a choice for each statement.

### Scoring:

Scoring was done following the procedure as given in the original PPS manual.

### Sample size for the personality assessment:

Because of <sup>paucity of</sup> ~~short~~ time, it was not possible to administer the PPS, after translation into Bengali version, on the original sample size of 92 M.C. and 92 N.M.C. students. Just to observe



The appropriateness of this test and to examine the trend of differences in respect of the personality variables between N.M.C. and M.C. students in this pilot study, we considered 31 N.M.C. students out of the 92, being randomly selected and 31 M.C. students randomly selected from 92 M.C. students considered as our original population. But <sup>at</sup> the time of administration of the FPS on this 31 M.C. student, 16 students altogether left the school without any permission, ~~Some~~ keeping the forms incomplete and some with the forms. Under this circumstances, we ultimately considered 15 N.M.C. and 15 M.C. students for the FPS.

### Statistical method adopted:

For testing the significance of the difference between the two means for N.M.C. and M.C. groups in respect of different variables, the 't'-test was not done. Since apart from the assumption of normality, the 't'-test requires that the S.D. of the two groups should be equal. But from the results, (Tables - shown in the Chapter of Results and Discussion), it was found that the S.Ds. in respect of certain variables widely vary. So, here the non-parametric test (Wilcoxon test) had been performed to test the significance of the difference between the means of the two groups.



### General Procedure in brief:

The investigation was carried on in the following manner:

- Step - 1: Rating of the schools of different postal zones by the Headmasters and Senior Teachers of the schools of the respective zones concerned, and for that establishment of rapport with the Headmasters and Senior Teachers concerned.
- Step - 2: Categorization of schools as Non-Mass-copying (N.M.C.) and Mass-copying (M.C.) on the basis of inter-rater agreement of the raters.
- Step - 3: Collection of information about the N.M.C. and M.C. schools from the Headmasters or Senior teachers of the schools concerned.
- Step - 4: (a) Selection of students having reports of copying/mass-copying from M.C. schools; spotting out of students, though reading in M.C. schools, yet <sup>having</sup> no reports of copying and mass-copying. Selection of students having consistently no reports of copying/mass-copying from N.M.C. schools; spotting out of students, though reading in N.M.C. schools, yet having reports of copying.
- (b) Consideration of teachers from N.M.C. and M.C. schools.
- Step - 5: ~~(a)~~ Construction of Attitude Scales:  
~~(a) Administration of the test~~ (Attitude scales I, II and III) ~~on the students considered~~; collection of information about the students by an Information Schedule.  
~~(b) Administration of the test~~ (Attitude scales I, II and III) ~~on the teachers considered~~; collection of information regarding their age, experience and qualifications, of the teachers.



Step-5: (d) Administration of P.P.S. on the students.

Step-6: Depth interview <sup>with</sup> ~~and~~ the students and ~~the~~ teachers  
of N.M.C. and M.C. schools.



CHAPTER - VI

Results and Discussions



## RESULTS AND DISCUSSIONS

### 1. Institutional Differences:

The institutions where majority of the students participate in copying and/or mass-copying differ from the institutions where majority of the students do not participate consistently in copying and/or mass-copying in respect of some of the very important facets of faculty and administrative sub-system of the schools. This is shown in the table. 10A.

TABLE: 10A. Institutional Differences in the following aspects between N. M. C. and M. C. schools.

	A S P E C T S	S C H O O L S	
		N. M. C.	M. C.
1.	Space per student.	120 Sq.ft.	60 Sq.ft.
2.	Teacher-student Ratio.	1 : 25	1 : 27
3.	Admission Criteria.	100% on Admission Test.	100% on Transfer certificate with occasional Admission Test.
4.	<del>Library facilities:</del> Total number of books in the library.	5000	1600
5.	Number of books issued per week among the students.	500	160
6.	<del>Examinations per year:</del> (a) Number of weekly tests per year.	26	111
	(b) Number of Terminal examination per year.	4	3
7.	No. of classes allotted per teacher per week.	26	25
8.	<u>Co-curricular Facilities:</u> (a) Sports and Games facilities in the schools ( in percentage)	100% of the schools.	30% of the schools.
	(b) Participation of the students in school sports, games, debate and in other co-curricular activities ( in %).	65% of the students.	15% of the students.



## A. Faculty subsystem:

### (a) Physical environment of the school: Space per student.

The students of N.M.C. schools ~~(120 sq. ft.)~~ are almost provided with double the space <sup>(120 sq. ft.)</sup> in comparison with the students of M.C. schools who are provided with only 60 sq.ft. per ~~each~~ student. From psychological point of view, this physical expansiveness for free and unconstricted movements on the part of the ~~students~~ <sup>students</sup>, ~~the~~ the healthy breathing space, cannot be ruled out. Particularly, in the formative stage of maximum growth and development, this is one of the basic needs of the school students.

### (b) Co-curricular facilities:

In this respect also, the students of the non-mass-copying schools are well provided with all possible co-curricular facilities (100% of the N.M.C. schools) where as majority of the students of the M.C. schools (70%) are deprived of these facilities.

Readiness in the learning situation is not readiness ~~merely~~ for certain subjects; matter. One is ready or unready for the total learning situation. Readiness depends on the overall growth, development and maturation processes, both physical and mental, of the growing students in the schools. All aspects of development interact. A change in any facet of the student's readiness can alter his whole system of responses. When the normal sequence of development is interrupted in any way, effects are to be seen throughout the student's development. Because feelings about physical characteristics play an important role in personality development, ~~the~~ instructional programme should help the pupil



to appreciate his own quality. The programme of physical activity should be sufficiently varied to give each pupil a chance to do well. With suitable roles to play, even awkward children can achieve self-respect (Tryon and Henry, 1950).

Sports, games and other recreational activities, as we know, contribute to mental health. The sport situation provides most ideal situation for the release from fear, context of danger that threatens, trial of the subjects own power and rational attack and defence. Freud believes that the child in play is mainly motivated by the impulse to gain mastery of situation. Recreation is a well organized human activity whose function is to recreate the individual, thus resulting in an inner state of refreshment; the state of well-being and the recreation are its essential features (Martin, 1963).

Recreational facilities which are <sup>en</sup>essentially needed for the healthy personality development of the students and in the socialization process, particularly <sup>in</sup>inculcating a spirit of team-work and collectiveness and some sort of over-all emotional identification with the school itself is grossly lacking in the mass-copying schools.

Furthermore, as the facilities are inadequate in the M.C. schools, only 15% of the students participate in school co-curricular activities in contrast to 65% of the students participating in co-curricular activities in N. M. C. schools.

#### (c) Library facilities in the school:

The N.M.C. schools are provided with 5000 books per school <sup>in</sup>average on relevant subjects of interest, where-as the M.C. schools have 1600 books per school in average. Further, we find that



500 books on the average are being issued to the N.M.C. students per week in contrast to the fact that 160 books only on the average are being issued to M. C. students. This transaction of library books itself shows the nature of academic environment prevailing in these schools. One thing can further be noted from this findings that the self-reading habit is more found among the N.M.C. students which again reveals their academic interest, a possible outcome of the over-all interaction between the students and the teachers in the teaching-learning situation.

(d) Teacher-student ratio:

In respect of teacher-student ratio, (N.M.C., # 1:25) and M.C., 1:27) there is no appreciable difference between the M.C. and N.M.C. schools, although the number of students per teacher is slightly larger in M.C. schools. So from quantitative point of view, teacher-student ratio, as such, cannot be considered as a factor of differentiation between the two types of schools.

We know that in a class if the number of student is within such a range that the teacher can well appreciate and apprehend the pupil characteristics on pupil achievement and attitude towards class work, such knowledge feedback about the students on the part of the teachers enhances pupil achievement and personality development and influence on student achievement (Hoyt, 1955; Ojemann and Wilkinson, 1939).

Although teacher-pupil ratio in both types of schools does not appreciably differ from quantitative point of view but qualitatively they may differ (Table ) because of the differences in the educational attainments and experience-range of the teachers of the M.C. and N. M. C. schools.



(e) Teacher's Academic qualifications and experiences:TABLE: 10B. Frequency of the teachers according to qualifications and experiences of M.H.C. Vs. M.C. Schools.

Sl. No.	Experiences (In years)	Below 10 yrs					(Above 30) yrs		Total
		M.H.C.	M.C.	M.H.C	M.C.	M.H.C.	M.H.C	M.C.	
1.	Under-Graduate:	1.96%	1.96%	0.00%	0.00%	0.00%	0.00%	0.00%	1.96%
2.	Ordinary-Graduate:	1.96%	15.69%	7.84%	13.73%	11.76%	19.73%	1.96%	43.16%
3.	Graduate with Honours:	0.00%	5.88%	9.80%	1.96%	1.96%	0.00%	0.00%	11.77%
4.	Post-Graduate:	5.88%	7.84%	31.37%	27.45%	23.53%	3.92%	0.00%	60.78%
5.	Research Degree:	0.00%	0.00%	1.96%	0.00%	0.00%	0.00%	0.00%	1.96%
	<b>TOTAL (in terms of experience)</b>	9.80%	31.37%	50.98%	43.14%	37.25%	23.53%	1.96%	100%

\*\* 1. Under-Graduate: - B.F./H.S./I.A./I.Sc.

2. Ordinary Graduate:- B.A./B.Sc./B.Com.

3. Graduate with Hons. B.A.(Hons.)/B.Sc.(Hons.)/B.Com(Hons.)

4. Post-Graduate: M.A./M.Sc./M.Com.

5. Research Degree: Ph.D.



In the N.M.C. schools (Table -108), 60.78% of the teachers are Post-graduates of different subjects and 11.77% of the teachers are honours graduates, whereas 43.14% of the teachers are ordinary graduates and 7.84% simple under-graduates in M.C. schools. In N.M.C. schools, under-graduate teachers of the whole teacher population is 1.96%, ordinary graduates are only 23.53%. In N.M.C. schools, 1.96% of the teachers have even research degree to their credit (Ph.D.). In the M.C. schools, we find although 41.18% of the teachers are Post-graduate, yet most of them have no honours degree in their graduation level and their under-graduate examination results are also very poor (as revealed from the interview ~~of~~ with the Headmasters and teachers).

In respect of teaching experience, we find that N.M.C. schools are equipped more with qualified and experienced teachers in comparison with the M.C. schools (Table -108), 50.98% of the teachers have experience ranging from 10 to 20 years and 37.25% ranging from 20 to 30 years <sup>of</sup> teaching experience in N.M.C. schools. Of the teachers having 10 to 20 years experience in N.M.C. schools, 31.37% are Post-graduates and of the teachers having experience ranging from 20 to 30 years of the N.M.C. schools, 23.53% are Post-graduates. Thus we find that experienced and at the same time qualified teachers have been serving more in the N.M.C. schools than in the M.C. Schools. In contrast to this, we find although 23.53% of the teachers of the M.C. schools have teaching experience ranging from 20 and 30 years, but of them only 3.92% are post-graduates, 13.73% are ordinary graduates and 5.88% under-graduates.



43.14% of the teachers of the M. C. schools have teaching experience ranging from 10 to 20 years and of them, 13.73% are ordinary graduates, 27.45% Post-graduates (most of them having no honours in graduation level). 31.37% of the teachers of the M.C. schools have teaching experience below 10 years, but in case of N.M.C. schools such teachers are only 9.80% and even out of this 9.80%, 5.88% teachers are Post-graduates, <sup>but</sup> ~~and~~ 15.69% <sup>such</sup> of teachers of M.C. schools are ordinary graduates.

From the over-all view of the qualifications and experiences of the teachers, it is found that both qualified and experienced teachers are more in the N.M.C. schools than <sup>in</sup> the M.C. schools. In the M.C. schools, we find experienced teachers but with lesser qualifications and sometimes qualified teachers with lesser teaching experience.

## (B) Administrative sub-system:

### (i) Admission criteria:

In the non-mass-copying schools, the students are given admission strictly on the basis of well-planned admission tests (100% admission on admission test). As a result, students reading in N.M.C. schools have to attain or qualify a standard commensurate with the standard of the school in specific and Secondary Board of Education in general. This eventually helps to maintain a minimum quality in teaching and in course-completion. Homogeneity of students in class with regard to classification of pupil, is, as we know, a basic requirement for formulating the method of teaching, the pace of advancement with the prescribed syllabus and to



infuse among the students — a spirit of healthy co-operation with collective advancement coupled with a spirit of healthy competition. This is almost absent in the mass-copying schools where admission of the students is allowed as a matter of practice on transfer certificates only with, of course, some provisions for occasional admission test (100% admission on transfer certificate). This very fact, as has been revealed, from further interview with the students and with the school teachers, that many a students cutting a very sorry figure in the examination in their previous schools take transfer certificates and get themselves admitted into the M.C. schools even sometimes in the mid session of the schools. <sup>is unhealthy.</sup> Most of these students fail to keep pace with the usual progress of the school and their educational backwardness, in some way or other, may even coil upon the over-all academic progress, course-completion of the said classes which again eventually may even crop up in the form of other derangement in the school activities. This is more so because students taking admission on transfer certificate <sup>only, come from other schools on grounds</sup> (though suppressed) of indiscipline /problem behaviour in their previous schools.

#### (11) Examinations/Evaluations:

In the N.M.C. schools, number of weekly tests per year held is 26, whereas in the M.C. schools, no system of holding weekly test is present. From this, it can well be understood that because of the weekly examinations, the teachers have to complete their courses within stipulated time and the students also have to prepare themselves and keep pace with the advancement in the stipulated courses. This very fact makes the whole teaching-learning process very thorough and well-designed. Further, weekly



examination results help the students to know of and assess themselves more precisely and objectively of their progress and regress and difficulties, if any, which with the help of the teachers, the students can recover and make future planning for their studies. Examination result is itself an aid to the guidance and counselling in teaching-learning condition. Further, the teachers can also assess their progress, the effectivity of their method of teaching and accordingly can plan out their future lesson-plans and teaching-learning conditions. This is being supported by the work of McNein (1962) where it was concluded that student teaching improved if feed-back includes indication of the extent to which children understood the extent (knowledge of rate of progress) and knowledge of the obstacle encountered by the students.

In the H. C. schools as this holding of weekly test examinations is altogether absent, the students are to appear in the two or three examinations in a year and as such the students can not get themselves expectedly prepared for the final public examination. Course-completion also is not done (as revealed from the interview with the students) to the minimum satisfaction of the students. This inadequacy in the teaching-learning process may be one of the factors for resorting to copying in the final examination where one standard is maintained in evaluation for ~~the~~ all the schools of the Board of Secondary Education of West Bengal; irrespective of the fact of this differential treatment and processing in the schools.

In the H.M.C. schools, besides this weekly examinations, four terminal examination are being held and in the M.C. schools only three such examination are held. Even the results of these



three examinations, excepting the annual ones, are not published in time and in regular course (as revealed from interview with the students). As a result, the students cannot assess themselves properly and cannot take remedial measures for recovering their deficiencies ahead in time.

(iii) Number of classes allotted per teacher per week:

There is appreciably no difference between N.M.C. and M. C. schools with regard to this factor. Class load per week per teacher is 26 in N.M.C. schools and 25 in M.C. schools. But as revealed from the interview with the students and the teachers individually, most teachers in the M.C. schools do not fully utilise the class hours allotted to them because, they are always late in their attendance in the classes by 10 to 15 minutes in average and because of the admission system without proper admission tests and of the teachers' relatively poor academic attainment as mentioned earlier, the interaction pattern between the students and the teachers is likely to be different and likely to be on the negative side in the M.C. Schools.

From all these, we find that the differences between the M.C. and N.M.C. schools in these facets are likely to damp and degrade the expected standard and the school inadequacies and deficiencies there of on the part of the students, may be responsible for copying or so to say pseudo-adjustive behaviour of the students in the examination hall.



(C) Student Sub-system:\*TABLE -11 Showing values of " $\chi^2$ " of the different variables studied (Home back-ground of the student).[N.M.C. ( $N_1 = 92$ ), M.C. ( $N_2 = 92$ )]

Variables studied	$\chi^2$	d.f.	P-value
1. Father's academic qualification.	64.76	2	$P < 0.01$
2. Mother's academic qualification.	74.66	2	$P < 0.01$
3. Socio-economic status.	47.81	2	$P < 0.01$
4. Father's occupation.	60.73	3	$P < 0.01$
5. Special room for study.	14.49	1	$P < 0.01$
6. Number of rooms.	29.57	2	$P < 0.01$
7. Size of the family.	37.07	2	$P < 0.01$
8. Journals taken.	40.77	2	$P < 0.01$
9. Father-mother presence-absence.	6.89	3	P lies between 0.01 and 0.05
10. Private tutor and tutorial/coaching class.	3.39	3	Not significant.

\* Detailed individual tables on each variable are shown in the appendix.



1. Fathers' educational qualifications: (Appendices g)

Educational qualifications of the father group of N.M.C. students significantly differ from the educational qualifications of the father group of M.C. students ( $\chi^2=64.76$  significant at .01 level). Majority of the father of N.M.C. students (68 out of 92) possess high educational qualifications (Graduates, Post-graduates, C.A.s, Ph.D.s, M.B.B.S., M.A.C.P). The academic qualification of the father-group of the M.C. students clustered mostly within the middle and the low group (middle 47 + low 29 = 76 out of 92). The low educational qualifications, as has been considered in the study, ranges from primary level to class IX level and the middle one ranges from class X to intermediate.

2. Mothers' educational qualification: (Appendices g)

The educational qualifications of the mother-group of N.M.C. students also significantly differ from that of the mother group of M.C. students ( $\chi^2$  value = 74.66 and significant at .01 level). The mother group of the N.M.C. students is found to have to/high educational attainments (B.A., M.A., and other higher degrees, <sup>NMC,</sup> 43 out of 92) in contrast to the mother group of M.C. students (only 1 out of 92). And on the other side, the mother group of the M.C. students is found to have low educational qualifications (from primary to class IX) <sup>MC,</sup> 70 out of 92) where as in case of the mother group of N.M.C. students, the figure is 17 out of 92. The next category as we have considered <sup>i.e., in</sup> the middle educational qualifications (from Class X to Intermediate) <sup>There are 32 mothers</sup> of the mother group of N.M.C. ~~43~~ 28 out of 92 in comparison with the mother group of M.C. which is 21 out of 92. Thus it is evident



that mother group of the N.M.C. students also possess higher educational qualifications than the M.C. mother group.

Parents are the architects of the home environment. They are primary socializers and educators. Children are dependent, and impressionable. The development of the wholesome personality of the children depends, on a large scale, on the wholesome home environment which is to be created by the parent themselves at the most initial and important phase of development of the children. The educational back-ground of the parents, to a great extent, influence the educational environment of the home which again influence the growing children to imbibe, imitate and to form an educational goal. The importance of the mother's role has been accepted even since Sullivan's work (Sullivan, 1953) and current studies in family have focussed also on the importance of father's role (Bowen, 1959; Parker, 1956).

In case of the N.M.C. students, parents are in a better position to guide their children and to maintain a connecting link between the school and the home, for effective reciprocity between the educational pursuits of the students in the home and in the school. Besides these, it may be that the students of N.M.C. schools get "more scope for educational identity" because of their educated parents and interactions with them. In contrast, as we have seen, the parents of the M.C. students have mostly low education and therefore, in the home, such students may find little scope for educational identity with the parents which again is not possibly compensated in the M.C. schools, where



even the teachers in comparison to the N.M.C. schools are relatively less qualified and teacher-pupil communication is not adequate. Therefore, control and identity, both in the home and in the school, in case of the M.C. students seem to be inadequate. There is every possibility of having disturbances in the development of identity. This "identity diffusion" may be thought of as one of the important factors to underlie the defective academic adjustment of the M.C. students.

### 3. Socio-economic Status: (Appendices h)

The M.C. students significantly differ from the N.M.C. students ( $\chi^2 = 47.81$ ; significant at 0.01). The M.C. students appear to come from relatively low socio-economic background. Majority of such students (50 out of 92) come from home background where the dwelling house consist of only one room and parents having low education with poor income, income source being either a small clerical job or small business; 30 out of 92 M.C. students come from middle socio-economic background, parental education being middle having rented house with (two rooms), source of income being from clerical service, small-scale business of the father. In the M.C. group, only 12 out 92 seen to have high socio-economic status from the point of the (own house or rented house <sup>having</sup> more than 4 rooms <sup>and</sup> having Freeze, Phone, Car, and Officer or any higher job/good business, Higher education of parent) stipulated criteria that we have considered. Thus it is evident that the M. C. students, by and large, come from poor socio-economic background. As a result of this condition, obviously



the M.C. students are not provided in their home with adequate facilities and provisions for their basic need fulfillments. Economic inadequacy may be considered as one of the conditions for such inadequate provisions and this condition from the point of educational training may be considered further deteriorating because of low parental education of the parents of M.C. students (Table -10B). Moreover, these M.C. students hardly find any scope for compensating this inadequacies of the home, in respect of facilities provided for education, in their schools also, where even the facilities in comparison with the N.M.C. schools, in respect of curricular and co-curricular-both seem to be inadequate as revealed from the institutional differences mentioned earlier (Table -10A).

Following Bronfenbrenner (1974), the enduring environment of the child or his "ecology" may be conceived in terms of two concentric layers. The "upper" and the "more visible layer" contains his home, school, peer-groups and so on, each providing three dimensions namely physical space and materials, social rules and relationships of the child vis-a-vis other pupil and his activities. The "supporting or the surrounding layer" embedding the former is provided by the geographic and physical environment and the institutional setting of the child in terms of his social class and the general services and amenities available to him. The three factors namely the home, the school and the peer-groups with physical facilities, nature of social interaction, and activities common in each, constitute the most important ecological influences on the psychological development of the child (Sinha, 1977).



N.M.C. students in majority come from socio-economic status ranging between high and middle (47 high and 35 middle, out 92) and only 10 from low socio-economic status. And, therefore, the N.M.C. student are not only provided with expected educational facilities of the home but because of good parental education, they also get guidance from the home. And the N.M.C. students are also provided with relatively thorough schooling and <sup>adequate</sup> ~~school~~-facilities in their schools. As a result of the conjoint influence and interaction of the school and the home, the N.M.C. students possibly and substantially are in a better position to face and cope with the academic and examination standard of the Board of Secondary Education.

Besides all these, persons with socio-economic status i.e., to say less privileged group see education as a key to <sup>jobs, higher salaries and advancement in</sup> better socio-economic status. A closely related expectation is that education provides the key to occupational and social advancement (Beaton, 1975). So, M.C. students possibly consider their education more for jobs with relatively high socio-economic status, and <sup>so</sup> ~~from~~ their guardians, they have to face a pressure for passing and quickening education to procure a job which they hope to relieve them from existing economic stringencies if not lifting their economic status (revealed also from interview with the students and the teachers). Thus examination passing and job provision are viewed by the M.C. students as a wheel within a bigger wheel. Their inadequate processing and their expectations do not coincide and as a result, it may be that, they resort to some other means for passing the examination.



This job orientation or viewing education as a means of procuring a job may not be ruled out in case of the N.M.C. students also. But their expectation and educational processing in reality, both in home and in school, do not go each apart from the other.

#### 4. Fathers' Occupation: (Appendix h)

A significant difference ( $\chi^2 = 60.73$ , significant at .01 level) is found between the occupational status of the father groups of M.C. students and the father group of N.M.C. students. Majority of the fathers of the N.M.C. group (58 out of 92) are engaged in medical, legal, engineering and executive officer grade occupations, whereas majority of the M.C. father group (27 - category-II and 37 - category-III) are engaged in small-scale business and office-clerical works. 19 fathers of M.C. group in contrast to only 2 fathers of N.M.C. group <sup>are</sup> engaged in skilled and unskilled labour works.

The fathers' occupation, obviously, is related with the socio-economic status of the student. Influences mentioned there may be considered for this variable also.

The parental occupational status may help the students of the N.M.C. group to build-up a career goal by way of identification with the father and thereby it may be that the specification and concretization of educational goal becomes easier and clear in case of the N.M.C. students. Goal clarity, to a great extent, facilitates regulated and programmed activities and contrarily



goal-confusion leads to confused and hapazard activities, with lesser achievement motivation. Parent's high economic background and occupational status motivate the children to identify themselves with, and to internalise, this parental status and this leads to higher achievement motivation in such children than children belonging to low income families (De and Priya, 1972).

Moss & Kagan(1961) studied the influence of different levels of education on achievement. De and Priya's study(1972) also established a positive relationship between achievement motivation of children who belong to the high-educated parents group than those belonging to low-educated parents group.

Other factors namely (5) special room for the study, (6) Number of rooms, (7) number of family members, (8) journals taken were considered in this study to examine the over-all differences in the educational environment of the home of the M.C. and N.M.C. students. The results show a marked differences in the home conditions of the two groups. The general educational environment and tone of the home set-up in case of the N.M.C. students seem to be more favourable and conducive to learning conditions.

Significant difference exists between the two groups(Table-11) in respect of 'special room for study', 'number of rooms', 'number of family members' and 'journals taken', (detailed table in Appendix).

Majority of the M.C. students have no special room for study and moreover they have to stay in one and at best two-roomed houses in most cases. Further, in case of the number of family members of M.C. students it is found that out of 92, 42 have more than 9 and above family-members, and 43 have 5 to 8 family-members, but they have to stay in lesser space with greater number of family members verging almost to conjection in most cases (distribution shown in table in the Appendix).



But the picture is different in the case of its counterpart. The N.M.C. students have comparatively lesser number of family members with greater space and accommodation facilities, and further, majority of them have special room for study. Out of 92, 36 have 1 to 4 family-members, and 45, 5 to 8 family-members, but in sharp contrast to it we find in the case of M.C. students out of 92, 42 have more than 9 family-members and 43, 5 to 8 and only 7 having 1 to 4 family-members. Thus size of the family and the number of rooms in the house, if considered, *as a whole* ~~then~~ it will be found that the N.M.C. students, in home also, are provided with more space and that in a moderately small sized family. The growing children are expected to get ~~the~~ individual attention and care which may not be possible in a relatively large sized family as in the case of the M.C. students.

8. Children's Journals taken in a home may be considered as an index of educational and cultural taste and to some extent the presence or absence of an educational environment. If this is considered as a criterion of <sup>good</sup> educational environment of the home, we find that majority of the N.M.C. students are provided with at least one (17 out of 92) and more than one (64 out of 92) journals, ~~in their home; 33 out of 92 M.C. students do not have any journals~~ specially childrens' journals in their home. 33 out of 92 M.C. students do not have any journals in their home although 38 have one journal and 21 more than one journals. The two groups have significant difference in respect of this variable.



#### 9. Father-Mother presence-absence:

N.M.C. and M.C. students have nearly significant difference in respect of this variable. Death or any kind of separation of the child from the parents have considerable influence on the personality development of the growing children. The perception-thinking-motivating processes are adversely affected by the absence of either of the parents. The father-mother absence may be linked to the child's personality and behaviour (Spitz, 1945, Heinicke, 1956), Feinberg, 1954). Bowlby et al (1956) although observed that separation-feeling due to parental rejection or other emotional conflicts in the family had more repercussions on the victim children than mere separation from the parents.

\*  $\angle$  Depth study, to examine the inter-action pattern of the parent-child relation should be attempted, for these considerations, in the main study 7.

In the N.M.C. group, 84, out of 92 have both mother and father alive, in case of four, only mother is ~~also~~ <sup>dead</sup> ~~also~~ <sup>alive</sup>, and in case of another four, only father is alive. In the M.C. group, however, father-absence due to death is found in case of 11, and mother-absence in case of five, and both mother and father-absence in case of 1. Father-mother both alive is found in seventy-five cases out of 92 in the M.C. group.

10. In respect of the variables coaching by a Private tutor or in a coaching class, no significant difference is found to exist between the two groups.



Home-conditions and the school-conditions, as revealed from the findings, may be considered *sharply* to be inadequate in the case of the M.C. students, who, eventually are deprived from the expected nurture and need-fulfilling conditions/healthy personality development <sup>for</sup> ~~and~~ <sup>and</sup> adequate training in their teaching-learning processes. They are deprived, not only from the home, but also from the schools which might have been so planned and equipped as to necessarily compensate the inadequacies of the home conditions of the M.C. students, at least to a considerable degree. But, they are found to be ill-nourished and ill-processed from both the ends, although they have to face the same type of questions, same standard of examination in the Final Examination of the Board of Secondary Education. These inadequacies in the home and <sup>in</sup> the school may be considered as the main pre-disposing condition of the students, resorting them to Mass-copying/copying in the examination by the trifling trigger of some extraneous factor, some chaos created by a section of marked anti-social elements of the so-called student community, as precipitating factor.

That they are so predisposed may be revealed from an analysis of their, examination results, attitudinal and personality variables of the student sub-system discussed in the following sections.



II. Marks obtained in the last Annual Examination  
by the M.C. and N.M.C. students shown in the  
Table:

Table - 12 A

	Below 30%	31% to 40%	41% to 50%	51% to 60%	61% to 70%	71% to 80%	Above 80%	Total
N.M.C.	0	4	19	24	33	10	2	92
M. C.	14	40	32	5	1	0	0	92
TOTAL	14	44	51	29	34	10	2	184

Table-12B

	Marks obtained below 40%	Marks obtained above 50%
N.M.C.	4.34%	75%
M. C.	58.69%	6.52%

Academic performance of the M.C. students as revealed from the examination results is found to be poor and their deficiencies are exposed in their examination performances. Nearly 59% of the M.C. students secured below 40% marks in the last examination in contrast to their counterpart where 4.34% only secured below 40% marks. (Table-12B) 75% of the N.M.C. students secured above 50% marks whereas only 6.52% of M.C. students secured such marks. Thus we find a clear contrast between the two groups in respect of their academic performances in the school examination.

From this, we may infer that the copying students <sup>(M.C)</sup> already remain far behind from the group of the N.M.C. students. This lack

# STUDENTS' ATTITUDE TOWARDS THE TEACHERS →

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

SCHOOLS →

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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N.M.C.

M.O.

possibly is the result of inadequacies of the home conditions and the school teaching-learning conditions. These deficiencies may make them predisposed for such copying behaviour. For these deficiencies, they might fail to adjust with the over-all academic standard of the Board of Secondary Education, West Bengal, and ultimately might resort to copying in the examination hall to pass the examination by any means.

A. Attitude of the students towards the teachers: (Scale-II)

Table -13A: Showing over-all means, S.D. and C.V. of N.M.C. and M.C. groups and the value of the statistic-'t'.

	N.M.C.	M.C.	't'
Mean	3.71	3.51	
S.D.	1.52	1.54	3.14**
C.V. %	41.0	43.7	

\*\* Significant at 1% level.

A marked difference <sup>in respect of</sup> ~~between~~ the attitude of the students towards the teacher between the two groups M.C. and N.M.C. sharply indicate the interaction pattern of these two groups, i.e., <sup>interaction</sup> between the students of N.M.C. and teachers there) of and students of M.C. with their teachers. The N.M.C. students are more favourably disposed towards their teachers than the M.C. counterpart. The attitude of the M.C. students towards their teachers though seem to be slightly beyond indifference <sup>and</sup> towards favourable trend (3.51%).

# TEACHERS' ATTITUDE TOWARDS THE STUDENTS →

0 1 2 3 4 5

SCHOOLS →

N.M.C.

N.M.C.

M.C.

- 5 = VERY FAVOURABLE.
- 4 = FAVOURABLE.
- 3 = INDIFFERENT OR AMBIVALENT.
- 2 = UNFAVOURABLE
- 1 = VERY UNFAVOURABLE.

but this favourable trend may be due to their conforming tendency to consider teachers uncritically and respect them as father-substitutes. The N.M.C. students, are, after all, found to show *relatively more appreciation for* ~~more appreciation for~~ their teachers than the M.C. students for their teachers.

The class-room setting in specific ~~and the school setting in specific~~ and the school setting in general directly affect what the students try to do and what they learn. Apart from the physical setting of the school, the social and emotional setting is being mostly created by the teachers. As the parents are the architects of home environment, so the teachers are the architects of the school environment. So the social and emotional tone of the school, is to a great extent reflected from the teacher-pupil relation and their interaction in the schools. Teacher-pupil relation can be assessed from the attitudes of the students towards the teachers and teachers towards the students.

### B. Attitude of the teachers towards the students: (Scale - III).

Table showing over-all means, S.d.s, C.V.% of N.M.C. and M.C. groups and the value of the statistic-'t'.

Table - 13B.

	N.M.C.	M.C.	't'
Mean	2.78	2.21	
S.d.	1.48	1.34	5.0**
C.V.%	52.2	60.6	

\*\* Significant at 1% level.



The attitude of the teachers of M.C. schools (Table -13B) seen to be unfavourable towards their students. Significant difference is found in the attitude of teachers of N.M.C. schools and the attitude of the teachers of M.C. schools towards their respective students. The attitude of the teachers of N.M.C. schools is found to be inclined towards favourable trend about their students. But one thing should be noted in this connection that the attitude of the teachers in general, towards the students is not conspicuously favourable, irrespective of M.C. and N.M.C. schools. This may be due to the fact that the teachers' attitude towards the students is not confined <sup>to,</sup> in respect of the students<sup>\*</sup> of their respective institutions only. Because of their experience and wider information about the students of all categories, they have formulated an attitude towards the students in general (it is substantiated from interview with the teachers).

But for the present study, this much we should note that teachers of N.M.C. school are more favourably disposed towards their students in comparison with the teachers of the M.C. schools.

Thus we find that the teacher-pupil relation in the N.M.C. schools, as revealed from the attitude of the teachers' towards <sup>the</sup> students <sup>(Table-13B)</sup> and students' towards <sup>the</sup> teachers (Table -13A) is more congenial and conducive to teaching-learning activities and overall school life than that of the M. C. schools. (~~Table -13C~~)



Table showing Mean score and S.D. of individual items  
for the N.M.C. and M.C. groups of the Final Scale-two.  
(Attitude of the students towards the teachers)

Table - 13 C

Statement No.	N.M.C.		M. C.	
	Mean	S.D.	Mean	S.D.
1	4.10	1.02	3.27	1.29
2	4.38	0.97	4.84	0.47
3	4.34	1.06	4.77	0.69
4	3.70	1.22	3.18	1.56
5	2.16	1.23	2.60	1.55
6	3.70	1.30	3.27	1.50
7	3.50	1.39	3.07	1.15
8	3.88	1.25	3.48	1.57
9.	3.78	1.21	3.43	1.38
10	3.51	1.33	3.15	1.63

Table showing mean score, S.D. of individual items  
for the N.M.C. and M.C. groups of the Final Scale-  
three.

(Attitude of the teachers towards the students)

Table - 13 D

Statement No.	N.M.C.		M.C.	
	Mean	S.D.	Mean	S.D.
1	2.51	1.36	1.62	0.77
2	3.76	1.26	3.06	1.45
3	2.16	1.16	1.67	0.96
4	2.47	1.42	2.00	1.22
5	3.63	1.36	3.16	1.38
6	2.16	1.33	1.74	1.09



We have already observed that the attitude of the N.M.C. students is more favourable towards their teachers in comparison with that of the M.C. students. This over-all attitude is the result of considerations of the students about the teachers in different contexts, and as such interpretation in terms of individual items would enlighten us to spot out the specific areas which are mainly responsible for such over-all attitude. M. C. students seem to be ambivalent about the teachers in respect of the fact that most of the teacher utilise the students to achieve their selfish personal aim (Mean = 3.21, S.D. = 1.29), but the N.M.C. students do not hold such view. Both M.C. and N.M.C. students feel that teachers should be considered as good as parents but it is to be noted that M.C. students are more in favour of this view than N.M.C. students, <sup>though</sup> ~~but~~ M.C. and N.M.C. students categorically feel that the old day master-disciple relationship in school is no more a reality. The M.C. students tend to be slightly more towards the reverse view. That in any case, a teacher should be respected is strongly felt by the M.C. students (Mean = 4.77, S.D. = .69), but N.M.C. students do not hold such view with so much emphasis in comparison with the M.C. students (Mean = 4.34, S.D. = 1.06), although in any way they are more or less of the same view.

From this, one thing we may presume that M.C. students tend to be more conforming about the teachers, or in other words, they want to view the teachers with all respect and honour which a teacher should get according to our traditional values and norms. But contrasting feature is ~~this~~ that these very M.C. students, in comparison with N.M.C. students, tend to feel more that most of the teachers are corrupted (Table -/3c). Again the view that the teachers are mostly responsible for mass-copying in the examina-



tion is upheld more by the M.C. students than the N.M.C. students. In fact N.M.C. students are almost categorical in not holding the teachers responsible for mass-copying.

△ In interview with the individual M.C. students, this view was emphatically endorsed and according to them, the teachers' irresponsible behaviour in their schools in the form of not taking regular classes, not completing the course properly, special and partial attention to the students of private coaching classes in the teachers' home, even indulging the students of their coaching classes in copying at the instance of slightest difficulty in the examination hall, leaking questions to those students before the scheduled day of examination, is responsible for mass-copying etc. This view of the students was also endorsed by ~~the~~ many Headmasters of the M.C. schools and supported by a section of teachers also. The emphatic and open expression of these facts by the M.C. students, of course, are not corroborated to that extent <sup>with</sup> in the attitude scale value of the particular item. This is possibly due to the fact <sup>that</sup> in responding to the attitude statement, they were hesitant and a bit ambivalent in disclosing such facts about the teachers<sup>7</sup>.

The analysis of response patterns of the M.C. students item-wise thus may reveal that expectation of the M.C. students from their teachers are more frustrated than in the case of the N.M.C. students, although the M.C. students want to view the teacher with all respect and honour, and thereby, they may suffer more from <sup>"</sup>identity diffusion<sup>"</sup> and <sup>"</sup>role confusion<sup>"</sup> which may generate in them an aversion towards the teachers and may make them unfavourably disposed towards them.



M.C. students are categorically viewed by their teachers as lacking in self-confidence. But the teachers of the N.M.C. schools do not view their students so much lacking in self-confidence (Table -/3D, item 1). Again, the teachers of the M.C. schools feel that most of their students seem to be frustrated (Table -/3d item-3); the students of N.M.C. schools are not viewed by their teachers as so much frustrated. Most of the students, now-a-days, want to pass the examination by fair means and foul — a this view is held by the teachers of the M.C. schools about their students, but ~~this view is~~ not held by the teachers of N.M.C. schools with so much affirmation, *about their students.*

That the teacher-pupil relation is favourable in the N.M.C. schools may be evinced from the mean value of item -2 (Table -/3D), but this relation in the M.C. school seen to be of indifferent nature. The teachers of M.C. school are ambivalent about item-5 i.e., the teachers are being threatened. But the teachers of the N.M.C. schools are more towards the negation of such view which substantiate the overall relation-pattern between the teachers and students in N.M.C. and M.C. schools.

5=VERY FAVOURABLE

4=FAVOURABLE

3=INDIFFERENT OR

AMBIVALENT

2=UNFAVOURABLE

STUDENTS' ATTITUDE TOWARDS  
THE SCHOOL →

5  
4  
3  
2  
1  
0

SCHOOLS →

N.M.C.

M.C.

X

6. Attitude of the students towards the school: (Scale-I)

Table - 14A: Showing over-all means, S.Ds. and co-efficient of variation in percent (C.V.%) of N.M.C. and M.C. groups and the value of statistic - 't'

	N.M.C.	M.C.	't'
Mean	3.21	3.12	1.86
S.d.	1.84	1.62	
C.V.%	57.3	51.9	

Significant difference as obtained in respect of the attitude of the teachers towards the students and attitude of students towards the teachers is not so marked in respect of the attitude of students towards the school as a whole. The result after all indicates nearly significant difference between the two groups in their attitude towards the school. But one thing can be noted in this connection that both the groups, if considered as a whole, are not conspicuously favourably disposed towards the school rather they have an ambivalent attitude towards the school. This ambivalence is more prominent in the M.C. group than the N.M.C. group. N.M.C. group has more swing from the ambivalence towards favourable disposition. This fact is also corroborated from the interview with the students of the N.M.C. and M. C. Schools. The absence of marked positive disposition towards the school may be attributed, to some extent, to the relative unfavourable disposition towards the teachers, the main pivot of interaction pattern of an institution.



Table -/46: Showing mean, S.D. of the individual items for the N.M.C. and M.C. groups of the Scale-one.  
(Attitude of the students towards the schools)

Statement No.	N. M. C.		M. C.	
	Mean	S.D.	Mean	S.D.
1	1.66	0.84	2.76	1.54
2	3.73	1.46	4.61	0.88
3	3.86	1.07	4.55	0.88
4	2.86	1.01	2.07	1.31
5	1.95	1.28	2.77	1.50
6	1.61	0.91	1.17	0.54
7	3.21	1.28	2.47	1.45
8	3.53	1.36	2.71	1.65
9	3.51	1.16	4.09	1.07
10	3.49	1.31	2.71	1.66
11	4.02	1.11	3.31	1.61
12	4.17	1.27	3.44	1.57
13	3.83	1.05	4.35	1.08
14	1.80	1.18	1.30	0.82
15	3.99	1.32	3.38	1.50
16	3.96	1.09	3.64	0.85
17	1.45	0.86	1.89	1.26
18	3.58	1.36	3.00	1.71
19	2.23	1.12	1.79	1.26
20	3.96	1.28	3.43	1.60
21	3.15	1.29	3.56	1.11
22	3.98	1.39	3.46	1.65
23	3.09	1.61	2.58	1.54
24	3.90	1.10	4.25	1.16
25	3.52	1.30	3.10	1.55
26	3.20	1.60	3.65	1.55
27	3.66	1.29	4.01	1.17
28	3.00	1.36	3.41	1.58



The analysis and interpretation of individual items would reveal the specific areas and contribution <sup>-of for</sup> ~~there~~ the overall attitude patterns of the students towards the schools of both the groups and it will also reveal the nature and degree of difference in respect of the different aspects of the school system *between M.C. and N.M.C. students.*

It is interesting to note that both N.M.C. and M.C. students hold the view that copying in the examination hall is now a very frequent incident (item 1). And the N.M.C. students hold it with more categorical emphasis than the M.C. students. (Table -14B, N.M.C., Mean=1.66, S.D. = 0.84; M.C., Mean = 2.76, S.D. = 1.54). It may be interpreted from the result that the M.C. students have a tendency to suppress the fact of copying in comparison with the N.M.C. students.

Item - 4, i.e., Mass-copying will be stopped only with the radical change in the present educational system is being held more by the M.C. students than the N.M.C. students which again indicate indirectly an aversive tendency of the M. C. students towards the present educational system. To some extent, the N.M.C. students also hold such view (Mean=2.86, S.D. = 1.01).

M.C. students consider good result in the examination, in the present set-up, as a matter of chance and luck in contrast, to N.M.C. students who do not consider good result in the examination as mere chance and luck (item-10). From this we may also assume that M.C. students have little confidence in the present examination system and on its results, whereas N.M.C. students



have confidence in the examination system and its results.

The N.M.C. students also do not hold the view that when corrupted practices are rampant in the whole social set-up, it matters little if there be malpractices in the examination. But the M.C. students have ambivalent attitude towards this view, of course with a slight inclination towards a negative trend towards ~~the~~ Sincere and careful teaching can only stop copying in the examination (item-14) — this view is very markedly held by the M. C. students, in comparison with the N.M.C. students who also, although not <sup>as</sup> to the extent of the M.C. students, hold the same view. This very fact may indicate that the students bank more on sincere and careful teaching <sup>if the teachers</sup> as a measure to stop copying in the examination, and ~~as~~ the M.C. students are victims more of unformulated and, so to say, indifferent teaching (as revealed from the attitude of the M.C. students towards the teachers [Table - <sup>130</sup> 98] and interviewed with the students).

The M.C. students feel strongly of this lack <sup>of</sup> and relate it as a cause of malpractices in the examination. The M. C. students feel more that (item-11) the examination scripts are not examined with due care and attention, in comparison with the N.M.C. students who almost do not hold such view. This also shows relative lack of confidence of the M.C. students on their teachers in the integrity of their evaluation, but the N.M.C. students have relatively good confidence on their teachers and evaluation.



From this, one thing may be assumed that the M.C. students are more prone to feel with unfavourable disposition and with a questioning attitude towards the examination system in specific and the present educational system in general.

M.C. students feel (item-8) that the students of their schools who read in special coaching classes taken by the school teachers seem to be preferred in evaluation, which <sup>in</sup> fact was corroborated by interview with the M.C. students. This very attitude of the students is detrimental to teacher-pupil relation in general and healthy and uncorrupted examination system.

The differential treatment on the <sup>part</sup> of a section of teachers for earning money through private coaching distorts the evaluation system and breeds <sup>in</sup> distrust and suspicion among the students towards the teachers and the examination system as a whole. But the N.M.C. students, however, mostly do not have any such feeling about their teachers. They have confidence in the evaluation of their teachers also.

Item-19, that many teachers of their schools hold coaching classes at home, <sup>is</sup> ~~are~~ felt by the M.C. students more strongly than their counterpart. This practice of taking classes at home by the teachers (a section of teachers) of the M.C. schools corroborate to some extent with the response of the statement no. 8.

The syllabus remains almost unfinished and incomplete in all subjects in the schools (item-23) is more strongly felt by the M. C. students than the N.M.C. students. M.C. students



have a tendency to believe so, whereas N.M.C. students have a tendency to feel more towards the fact that the courses do not remain unfinished. The M. C. students are ambivalent in their attitude towards the fact that they appear in the examination only because this might help them in securing a job in the future. But the N.M.C. students, as revealed, do not appear in the examination only for jobs in the future (item No. 18). Thus viewing education as a source for securing a job is more marked in the M.C. students than the N.M.C. students which have already been referred to in our discussion on the variable of socio-economic status. (P-86).

The two groups differ in respect of item-22 and M.C. students seem to be more <sup>in favour</sup> of the view that if the degree is the final <sup>ss</sup> passport to a job there is no harm to procure a degree by fair means or foul, <sup>ul</sup> than the N.M.C. students who mostly disagree with such view. Thus it can be again interpreted that the M.C. students consider education more as a means to a job than education as all-round development and a process of self-actualisation. The differences between the two groups in respect of item-17 may be noted for the fact that the M.C. students are ~~substantially~~ more <sup>in</sup> ~~in~~ <sup>in</sup> favour of having a degree than valuing education for character formation. N.M.C. students are more in favour of the view that a simple and honest village farmer is far more desirable than <sup>a</sup> so-called degree holding educated man.

In contrast to the more or less unfavourable attitude of the M.C. students towards the education system, and towards the teachers <sup>in specific</sup> due to their non-completion of course <sup>due to their differential</sup> ~~and~~ ~~the~~



*treatment and holding of private coaching classes*  
~~education system as such~~, their responses with regard to item No. 2, 3, 5, 9, 13, 24, 26 & 27, in the context of the responses of the N.M.C. students, seem to be a bit contradictory, wherein the M.C. students apparently appear to be more favourably disposed towards the school, ~~concerning the item mentioned above~~. But in respect of the item No. 25 M. C. students feel more towards the view that classes seem to be very dull to them in contrast to the N.M.C. students who do not feel their classes to be dull. This also indicates better teaching-learning conditions and methods along with good quality of teachers in the N.M.C. schools than that of the M.C. schools. The inter-teacher relationship (item - 16) also seem to be more favourably viewed by the N.M.C. students than the M.C. students. <sup>The M.C. students</sup> are more of the view that everything of the school is ill-organised (item - 20) in comparison with the N.M.C. students. 'All the students are basically good', this view is more held by the M.C. students than the N.M.C. students. This viewing of themselves by the M.C. students as basically good may be interpreted in terms of the fact that they feel that the school situation and its processing adversely affect their progress, and frustrate their expectations which coil upon them, <sup>thereby</sup> creating a number of problems in adjusting with the academic standard and examination procedure as such.



Table -15 : Showing means and S.Ds. of N.M.C. and M. C. groups in respect of different variables of personality.

Personality variables.	N. M. C.		M. C.	
	Mean	S.D.	Mean	S.D.
1. Achievement	15.2	4.36	15.2	1.52
2. Deference	12.33	4.45	16.80**	2.86
3. Orderliness	14.87	4.79	17.07*	3.13
4. Exhibition	11.87	3.87	10.72	3.51
5. Autonomy	13.20	3.00	12.33	2.53
6. Affiliation	13.80	4.65	11.87	3.54
7. Intraception	15.00	3.27	15.33	2.47
8. Succorance	12.53	4.45	11.47	2.64
9. Dominance	13.80	5.03	11.87	3.76
10. Abasement	15.80	4.78	16.00	2.48
11. Nurturance	16.33	4.89	14.27*	3.24
12. Change	15.47	5.00	16.20	2.34
13. Endurance	16.20	6.04	18.20	2.91
14. Heterosexuality	9.33	6.92	10.40	4.70
15. Aggression	13.87	4.85	12.27	3.95

\*\* Significant ~~at~~ at 1% level.

\* Significant at 5% level.

Consistency

$\frac{11.87}{\text{Mean}}$

$\frac{2.20}{\text{Sd}}$

$\frac{8.97}{\text{Mean}}$

$\frac{2.28}{\text{Sd}}$



### Personality:

Of the personality variables considered, significant difference between the mass-copying and non-mass-copying students are found in respect of (1) Deference, (2) Orderly<sup>i</sup>ness, and (3) Nurturance (Table -/5).

The high level of Deference of the M.C. students in comparison with the N.M.C. (M.C., mean = 16.80, S.D. = 2.06; N.M.C., mean = 12.33, S.D. = 4.45) characterizes that the M.C. students are more prone to get suggestions from others, to find out what others think, to follow instructions, to accept the leadership of others and to let others make decision, to read about great men and to conform to custom. This very characteristic trend of the M.C. students may signify that the M.C. students ~~grope~~ for a leadership for suggestions and guidances from others to follow someone and for appreciation and recognition from others. Such needs of the M.C. students possibly do not find scope for actualisation, because as already have been mentioned of identity diffusion both in home background and particularly in the school background <sup>from</sup> ~~within~~ the teachers. And as a result, because of their proneness to get suggestions from others and to follow instructions, they remain more susceptible and exposed to suggestions and dictations of 'persons' who for their own interest and selfish design can create pressure or can tempt them to reach the 'ultimate end' i.e., examination passing in an examination situation in the



present context. Further, it may be pointed out that if these M.C. students would have been provided with adequate school situation particularly in respect of teachers with commendable leadership, integrity and good quality of academic performances and school associates with conviction and a positive ideological and social bent, then these students could have found and been nurtured in an environment of positive leadership. The reported crisis in the leadership both social and educational particularly within the realm of teaching community (as revealed from the attitude of the M.C. students towards their teachers and interview with the students) may be one of the factors <sup>that</sup> ~~to~~ lead the students in a state of confusion in the teaching-learning situations including their behaviour in the examinations. The most of the students who participate in mass-copying, as reported, do it on the instruction and suggestions and decisions of some students who take the leadership in the examination hall or sometimes from outside the examination hall.

In respect of orderliness, the M.C. students score more than the N.M.C. students. This fact apparently seems to be peculiar. Orderliness is a quality which we expected to be present more in the case of N.M.C. students than M.C. students. This variable characterises to have one's written work neat and organised, to make plan before starting difficult task, to have things organised, to keep thing neat and orderly, to make advance plans when taking trip, to organise details of work, to have things arranged so that they run smoothly without check. This quality is necessarily expected of N.M.C. students because it has some



relation with discipline, systematization and organised activities. But that the M.C. students score higher in this respect, may be interpreted within the frame of the fact that mass-copying or any type of copying needs an organised plan with written work (Papers from which copied). The preservation of this copying materials do need organised filing according to some system and these are to be arranged so that they can be smoothly utilised without much change.

In respect of nurturance, N.M.C. students score higher than their counterpart which signify that the N.M.C. students are more proved to help friends when they are in trouble and to assist others less fortunate, to keep others with kindness and sympathy, to forgive others, to show a great deal of affection towards others. This very characteristics may be considered as a sign of matured and balanced personality with altruistic and broad outlook. Personality construction and twists in the developmental phases of personality development make one constricted, unflexible, egoistic and selfish. So we may consider that N.M.C. students are characterised more with nurturance which possibly indicates the trend of their healthy personality development with positive attitudes and healthy value systems.



## CHAPTER • VII

### Summary, Limitations of the Study and

### Conclusions.



### SUMMARY, LIMITATIONS OF THE STUDY AND CONCLUSIONS

Mass-copying has become a problem of serious concern to all, particularly to the educationists. This has taken such a grave <sup>turn</sup> ~~form~~ that if it is allowed to continue further, this will shake in no time, the very frame of the socio-educational structure.

Mass-copying is yet being viewed as a law and order problem and attempts are being made to curb it by police and rod measure, which although, apparently seem to be occasionally effective but resulting in mass-failure. So the problem needs to be viewed and probed into the root, into the deep layered conditions associated with this pathological trend instead ~~of~~ of analysing its cause superficially and attempting to wipe out only the "Surface Symptoms".

As such, the probe into the aetiology of such an aberrated and deviant behaviour of the students needs scientific exploration of the ~~the~~ factors associated with the Mass-copying behaviour of the students in the examinations.

Operationally, Mass-copying has been defined in this study as a deviant behaviour or problem behaviour, resulting from, as in other problem behaviour, two factors -- predisposing factor and precipitating factor. The predisposing conditions which ~~emerge~~ <sup>emerge</sup> from the interaction of the home and the school conditions and processing thereof with particular reference to teaching-learning situation associated with this



deviant behaviour have to be unearthed. The precipitating factor, for the Mass-copying as evident from a number of public examinations is a trifling trigger, of a well-designed chaos sourced from "complaints", sometimes of stiff questions, sometimes of loud condemnation of the present "infructuous" education system in the examination hall, by a section of so-called students, in some cases, even by "outsiders". Mere superficial consideration of the precipitating condition, will not lead us to unearth the real cause, the predisposing conditions associated within such deviant behaviour of the students.

The present pilot study, attempts to find out the factors at least the facets, associated with Mass-copying behaviour of the students in the Final Secondary Examinations with particular reference to their home and school conditions by way of a comparative study between a group of students having reports of copying and/or Mass-copying in the school and/or Final Secondary Examinations of the Board of Secondary Education, West Bengal, and a group of students who have no such reports with consistency in course of their school career. [The pilot study also has devoted to formulate and construct the specific tools that may be used in the final study.] The study also attempts to examine whether Mass-copying/copying students differ in respect of their attitude towards the school and towards the teachers in specific, and also in respect of some personality variables, from the Non-Mass-copying/Non-copying students. The study also attempts to determine whether the teachers of the M.C. institutions differ in respect of their attitude towards the students from the teachers of the N.M.C. institutions towards the students.



No child is inevitably destined to become a problem child because of his heredity, which is probably of negligible importance in most mild or isolated offences. The significance of heredity is most marked in cases of persistent criminality. For such considerations, we were concerned with the environmental factors of the deviant behaviour like copying/Mass-copying with particular reference to the influence of the school and the home.

In this study, a system concept was used. The educational system, in this study, has been conceived of comprising of three sub-systems:

- (1) Student sub-system
- (2) Faculty sub-system,
- (3) Administrative sub-system.

These three sub-systems are inter-dependent among themselves.

Precisely, the following hypotheses were examined in this study:

- (1) That the institutions where majority of the students participate in copying and/or Mass-copying (M.C. students) differ appreciably in respect of faculty sub-system and administrative sub-system from those institutions where majority of the students do not participate consistently in copying and/or Mass-copying (N.M.C. students).
- (2) That the M.C. students significantly differ in respect of their home-conditions including parental education and socio-economic status from the N.M.C. students.
- (3) That the M.C. students differ in respect of their study habit from the N.M.C. students.



(4) That the M. C. students differ in respect of their academic achievement scores from that of the N.M.C. students.

(5) The M. C. students differ in respect of their attitudes towards their teachers <sup>and towards their schools</sup> from the N.M.C. students.

(6) The teacher of M.C. institution differ in respect of their attitude towards the students from the teachers of the N.M. C. schools.

(7) The M. C. students differ in some of the personality variables from the N. M. C. students.



### Method:

Multiphasic stratified random sampling technique was adopted in the present study.

(a) A list of secondary schools of Calcutta(Divs), affiliated to the West Bengal Board of Secondary Education was prepared. The schools were arranged zone-wise (Postal) so that the raters for the schools of a zone could be *well* informed about the schools and could rate the schools of their respective zones from their personal knowledge and experience about the activities of the schools.

One hundred and eightynine schools of different zones were rated in respect of their degree of involvement in mass-copying in the final secondary examinations as observed and experienced for the last few years.

The schools of each zone considered for our study, were rated by at least two and more than two Headmaster raters separately excluding their own schools. In some cases, the rating was done by two Headmasters and one senior teacher. Schools rated by atleast <sup>or three some</sup> two raters, were, however, ultimately considered, giving up schools rated by one rater only.

The rating was done on a five-point rating scale, each point standing for a particular degree of involvement (in percentage) of the students of a particular school in mass-copying in the final Secondary examinations of the Board (0% - 25% - 50% - 75% - 100%). The Headmaster and in some cases senior teachers of the schools of the considered zones were approached randomly without any



previous knowledge about and acquaintance with any of the Headmasters or senior teachers approached.) Rapport was established with them and they were requested to rate the schools from their personal knowledge and experience.

Finally on the basis of the inter-rater agreement, fourteen institutions came out on the two extreme poles of the rating scale - 7 being zero to 25% involved in mass-copying (i.e., 75% to 100% of the students as observed, consistently did not participate in Mass-copying during the final secondary examination or any type of mal-practice in the examination for the last few years) and 7 institutions involved in Mass-copying to the extent of seventy-five to 100% (i.e., 75% to 100% of the students, as observed, participated in Mass-copying during the last few years in the final secondary examination). Thus the institutions were categorised into two types - one, non-mass-copying institution or N.M.C. and <sup>The other,</sup> Mass-copying institution or M.C.

#### Method and Procedure adopted to find out inter-rater agreement and disagreement:

The percentage values were arbitrarily converted into numerical score values for smooth calculation. Accordingly 0% was given a value of one, 25% - 2, 50% - 3, 75% - 4 and 100% - a value of 5. Thus five stood for maximum copying and 1 for minimum copying.

~~Then~~ The percentage values, as rated for all the schools, were converted into numerical values, then for each zone, the average value of the scores allotted to different schools by each



rater was determined. Thus the average score for each rater zone-wise, was determined. Again for each zone, the average score of each school (being rated by different raters) was also found out along with the over-all average scores for the zone.

To examine whether there is any significant difference among the evaluation or judgement in rating the schools in respect of their involvement in mass-copying by the different raters and also to examine whether there is any significant difference among the different schools in respect of their average scores, analysis of variance was carried out.

Only those schools of a zone had to be considered which were rated by the two or three same raters of that zone.

Out of the fourteen categorised institutions, <sup>(7 M.C. and 7 N.M.C.) institutions,</sup> 10, in a random, were considered, 5 from M.C. and 5 from N.M.C. group.

In some zones, perfect concordance among all the raters was not found and in such zones, we considered only those schools for categorisation as N.M.C. or M.C. schools, where average scores of different raters did not appreciably differ.

1e

Section of students from the M.C. and N.M.C. Schools:

<sup>(from M.C. schools having reports of copying and from N.M.C. schools having no report of copying)</sup>  
Students of class X, who would be appearing in the final

examination of the West Bengal Board of Secondary Education and students of class X who after passing the test examination, appeared in the final examination of the Board of Secondary Education and were reported against for participating in mass-copying in the examination, were considered as the researched population for the present study.



Individual students constitute the final sample unit.

The Headmasters of the schools were approached. The Headmasters of the N.M.C. schools, were requested to give names confidentially from class X, of those students who had <sup>reports of</sup> ~~reports of~~ copying in the class-examination. The Headmaster in consultation with the class teachers gave a list of such students. Out of the five N. M. C. schools, three schools did not give the name of any such student as they had no such students. Only 8 students <sup>had reports of copying from two N.M.C. schools.</sup> ~~from the total~~ <sup>Barring those 8 students from the total</sup> class X students of the N.M.C. schools, 92 students were selected at random. *These students were considered as Non-copying / Non-mass copying students.*

For the M. C. schools, the same method was followed. The Headmasters and some of the senior teachers of the schools were approached. They admitted that the students of their schools, for the last few years, had been participating in Mass-copying in the final secondary examinations. The Headmasters of these schools were requested to give names of the students (Class X) who in their experience and observations, in no circumstances, would resort to copying in the examination. We got non-copying students from the M.C. schools (where majority of the <sup>students</sup> ~~schools~~ copy and were involved in copying) and such students, as reported by ten class-teachers and Headmasters, were 21. *Barring these 21,* rest of the class-X students of these schools were considered as copying students (for the fact that they <sup>have</sup> ~~have~~ reports of copying in the examination and find opportunities for copying in the examination as reported by the teachers and Headmasters) and <sup>of them</sup> 83 ~~such~~ <sup>Beside this,</sup> such class-X students were selected at random. 9 students of one of the M.C. schools who were reported against (R.A.) for participating in mass-copying <sup>in</sup> the secondary final examination, were also considered.



Finally, students considered were 92 as non-copying students from N.M.C. schools and 92 copying students from M.C. schools (83 class-X students and 9 R.A. students) for the present study.

Besides this, to construct an attitude scale for determining the attitude of the teachers towards the students, 102 teachers (51 from M.C. and 51 from N.M.C. schools) were considered.

The present study made use of the following materials:

(i) Information Schedule(A) for the collection of information about the students (Student-sub-system). The information was mainly on the two aspects of the student-sub-system — (a) Home back-ground of the students, (b) Study-habit of the students.

(ii) Information Schedule (B) to collect information about the schools (M.C. and N.M.C.) pertaining to Faculty sub-system and Administration sub-system.

The first information schedule (A) was to be filled in by the students after the establishment of proper rapport, in co-operation with the school authorities and class-teachers.

The information schedule(B) was fill<sup>ed</sup> in by the investigators consulting the school-records and also in consultation with the respective Headmasters and senior teachers of the schools.



(iii) Rating schedule for the categorisation of the schools.

Attitude scale: Three attitude scales were constructed in the present study.

- (1) Attitude of the students towards the teachers, (Scale - II)
- (2) Attitude of the teachers towards the students, (Scale - III)
- and (3) Attitude of the students towards the school. (Scale - I)

The attitude scales used for the present study were constructed through the summated rating technique of Likert.

The scales, one (Attitude of the students towards the school) finally consisted of 28 statements; the scale two (Attitude of the students towards the teachers) consisted of 10 statements and scale three (Attitude of the teachers towards the students) consisted of 6 statements. Each statement refers to a bipolar continuum, and responses were scored on a 5-point scale, the high score indicating a favourable attitude. Some of the statements have reverse scoring. Item-analysis was done to decide which <sup>were</sup> ~~are~~ the best statements for the scales.

On the basis of the summated scores obtained from all the statements, the items were arranged in serial order from high to low. The two extreme quantity of these series of 184 (92 + 92) scores were then considered as the two criterion groups in terms of which individual statements were evaluated. The discriminative values of all the statements were computed individually by making 't'-test.



The reliability co-efficients of the scales (Scale-1 and Scale-2) were estimated by the split-half technique, the method of splitting being odd-even. The co-efficients obtained for the two scales (both for N.M.C. and M.C. students) after applying Spearman-Brown Formula are 0.88 (N.M.C.), 0.87 (M.C.) for Scale one; 0.83 (N.M.C.), 0.97 (M.C.) for Scale-two.

For scale-three, as per <sup>the</sup> ~~the~~ t-values, only three statements were found to be significant at 1% and 5% levels and other three statements were found to be significant at 10% level. Thus we considered only 6-statements out of 34 statements and as such determination of reliability of this scale was not attempted, since calculations of correlation co-efficient of only 3 pairs of observations would involve much error.

[Teacher population was proportionately small].

The face-validity or the jury-validity of the scales was determined from the experts' (five experts) judgements about the conformity of the statements to the attitude concerned.

For finding out differences, if any, <sup>between</sup> ~~between~~ the <sup>between</sup> ~~between~~ copying students and non-mess-copying students in respect of the personality variables, <sup>the</sup> ~~the~~ Edwards Personal Preference Schedule <sup>(1953)</sup> was used.

The schedule consisting of two hundred and twenty pairs of statements were translated into Bengali and it was edited by three experts to see that the translation was ~~in~~ and to the spirit and language of the original statements as far as possible.



Scoring was done following the procedure as given in the PPE manual.

Because of paucity of time, it was not possible to administer the PPS, after translation into Bengali version, on the original sample size of 92 M.C. and 92 N.M.C. students. Just to observe the appropriateness of this test in such a study and to examine the trend of differences in respect of the personality variables between N. M. C. and M.C. students, a small sample of students was randomly selected out of original randomly selected student-sample.

Attitude-scales were administered on the student and teacher-population.

The results were statistically treated.



### Limitations of the Study:

*in* Conclusions of this pilot study should be considered ~~by~~ the context of the limitations of the study, imparted by the size of the sample and for the other following considerations:

- (1) Paucity of time and fund,
- (2) Try-out attitude scale and the final scale administered on the same populations for shortage of time,
- (3) An important study covering the population i.e., copying students from Non-mass-copying schools ~~and~~ <sup>and</sup> Non-copying students from Mass-copying schools, could not be done for paucity of time and small size of such population.
- (4) Home-conditions and parent-child inter-action pattern could not be studied for paucity of time.
- (5) Assuming that a student's performance and behaviour in the school and in the examination is the resultant effect of a number of factors and their inter-actions namely - (i) Home-conditions, (ii) School conditions, (iii) Attitude, personality, etc, it is desirable to study their relative contributions and this requires Factorial analysis. Due to the above-mentioned limitations and particularly for paucity of time, this aspect has not been studied in the present pilot report. Such an attempt will be made in the Final study.



## CONCLUSIONS

(1) The students participating in Mass-copying/copying differ from the students who have no such reports of copying or Mass-copying consistently, as reported by the school authorities, (Headmasters and Senior teachers) in respect of their home-conditions and school-conditions both and thereby they differ in the mode of home and school processing.

(2) The Mass-copying students, as revealed, come from relatively poor socio-economic status, parental education being relatively poor, home educational-environment unformulated and facilities inadequate. This is revealed from the facts:

(i) parental education 'Low', (ii) inadequate space in the home - relatively large-sized family with inadequate income and housing space. The mass-copying students, as found, live almost in a state of conjection due to relatively large-sized family but with insufficient space in the home, which obviously may stand in the way of their seclusion for some time and naturally concentration towards studies; (iii) No special room for study. But such students in the home are always under pressure to pass the examinations. They, more or less, viewed examination as a passport to a job that to their estimation may elevate their socio-economic status and immediately relieve them of their economic ~~struggles~~ *stringencies*.



(3) The schools, where majority of the students participate in Mass-copying/copying also differ in respect of their Faculty-sub-system, Administrative-sub-system and student-sub-system from the schools where majority of the students do not participate in Mass-copying/copying in the Final Secondary Examinations, or in other words Non-Mass-copying institutions(N.M.C.) differ from the Mass-copying institutions (M.C.) in respect of Faculty-sub-system, Administrative-sub-system and student-sub-system.

#### Faculty-sub-system:

Quality of teachers in terms of academic attainments and experience is relatively poor in M.C. institutions in comparison with the quality of teachers in N.M.C. institutions.

(a) Teachers' academic attainments and experience range *is seen to* relatively poor. Mass-copying institutions are not so much equipped with qualified as well as experienced teachers as N.M.C. institutions are.

(b) Space per student available in the M.C. institutions is half than that of the N.M.C. institutions.

(c) Library facilities inadequate and unorganized in M.C. institutions.

(d) Co-curricular facilities almost absent in the M.C. institutions, with which the N.M.C. institutions are well provided and 75% of the N.M.C. students actively participate in such co-curricular activities, the effect of which cannot be ruled out for its immense influence on the over-all personality development of the students.



### Administrative sub-system:

(a) Admission system:- Admission of students in the N.M.C. institutions are done strictly on well-planned admission tests in contrast to M. C. institutions where admission is mostly done on transfer-certificate which allows the entry of heterogeneous students, taking admission even in the mid-session of the schools.

(b) Examination system:- Weekly test examinations are taken regularly in N.M.C. institutions, whereas no such tests are held in M.C. institutions. Besides these, four terminal examinations are held in N.M.C. institutions and results of such examinations are officially announced and published with all regularity. But in case of the M.C. institutions, the picture is different. There is no arrangement for holding weekly tests; only three terminals including the annual examination are held and even the results of these <sup>terminal</sup> examinations are not officially announced and published in time.

The students participating or involved in copying/<sup>it</sup> Mass-copying, do not find any scope even in their schools to compensate their inadequacies and deficiencies.

### Student-sub-system:

Differences are found in school performances according to the annual examination results. Majority of the students of N. M. C. institutions secured more than 50% marks whereas majority of the students of M. C. institutions secured below 40% marks.



Attitude:- M. C. students have relatively unfavourable attitude towards their teachers. They have a tendency to conform to the traditional values and as such they want to view their teachers with all respect and honour but in the same breath they feel that <sup>a sizeable section</sup> ~~most~~ of the teachers are corrupted, hold the teachers responsible for copying/mass-copying in the examinations, view the teachers as partial and biased in their evaluation, in individual attention and discrimination in the examination hall for their involvement in holding private coaching classes in their home, with a considerable section of students of the school/class. The students feel that the teachers are not serious and they do not complete the scheduled syllabus in time; they in some cases divulge questions to the students of their private coaching class before the date of the examination. They do not maintain strict regularity in their attendance in class and in the school. The students feel frustrated — their expectations from the teachers are thwarted. They suffer from a conflict as they, on the one hand, want to embrace the teachers as their father-substitutes and therefore, want to respect them with all honour and respect, but on the other, they have to face such unexpected situations, they have to nurture such unwholesome feeling for the teachers. This expectation-frustration, on the part of the students from the teachers, make the students suffer from some sort of "identity-diffusion" and "role-confusion". They tend to have a relatively unfavourable attitude towards the teachers and to some extent to the school as a whole in comparison with the Non-mass-copying students. <sup>identity-diffusion</sup> may make the M.C. students, confused, defiant. The identity/against the authority-figure, a substitute



for teacher-image, and may feel a tendency to break, to question, authority imposed or set norms, be that of the school or the education or social system at large.

The teachers of the M.C. institutions, interesting to note, view their students as relatively frustrated, lacking in self-confidence, attempting only to pass the examinations by fair means or foul, if compared in the perspective of the N.M.C. students, who are viewed to be more confident in general, less frustrated and confident in the present examination system. The teachers of the M. C. institutions have relatively unfavourable attitude towards their students in contrast to the teachers of the N.M.C. institutions, who are positively disposed towards their students.

From the attitude of the students of the M.C. institutions, towards their teachers and that of the teachers towards their students, it may be presumed that the teacher-pupil reciprocity and thereby relation is not so congenial as it is in the N.M.C. institutions.

### Personality of the Students:

The M.C. students differ from those of the N.M.C. students in respect of three personality variables namely — Deference, Orderliness and Nurturance. The M. C. students score more on Deference which indicate of their lack of autonomy or susceptibility to follow the leadership of others. But as revealed from their attitude towards the teachers and from the <sup>relatively Low parental</sup> ~~low parental~~ education,



unformulated processing with inadequate facilities both in the home and in the school, the M. C. students may possibly be exposed to "external" control and to tempting suggestions of persons interested to sub-serve their own interest at any cost. As the M.C. students are already, in their poor socio-economic status, in pressure from their guardians/parents to pass the examinations as it is being considered as the pass-port to secure a job,— a supposed means to economic recovery and elevation of socio-economic status, and as they are already disposed to accept the leadership of others/ in the event of a crisis of 'leadership from the teachers', they become susceptible to be succumbed to the so-called leadership of a 'few', who trigger a situational chaos by resorting to some trifling complaint against the 'difficult' nature of the questions set or sometimes condemning the so-called educational system as a whole.

In respect of orderliness, the M.C. students score more than the N.M.C. students. This fact apparently seems to be peculiar. Orderliness is a quality which we expected to be present more in the case of N.M.C. students than M.C. students. This variable characterises to have one's written work neat and organised, to make plan before starting difficult task, to have things organised, to keep things neat and orderly, to make advance plans when taking trip, to organise details of work, to have things arranged so that they run smoothly without check. This quality is necessarily expected of N.M.C. students because it has some relation with discipline, systematization and organized activities. But the M.C. students score higher in this respect, may be interpreted within the frame of the fact that mass-copying or any type



of copying needs an organised plan with written work (papers from which copied). The preservation of these copying materials do need organised filing according to some system and these are to be arranged so that they can be smoothly utilised without much change.

The N.M.C. students score higher than M.C. students in respect of the variable "Nurturance", which indicate that the N.M.C. students are more proness to help friends when they are in trouble and to assist others less fortunate, to keep others with kindness and sympathy, to forgive others, to show a great deal of affection towards others. This very characteristic may be considered as a sign of matured and balanced personality with altruistic and broad outlook. Personality constriction and twists in the developmental phases of personality make one constricted, unflexible, egoistic and selfish. So we may consider that N.M.C. students are characterised more with nurturance which possibly indicates the trend of their healthy personality development with positive attitude and healthy value systems.

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ALLIGATOR



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APPENDIX



Department of Applied Psychology, University of Calcutta  
&  
The Eastern India Centre for Mass Communication Studies, Calcutta

A RESEARCH PROJECT OF N. C. E. R. T, DELHI

The Eastern India Centre for Mass Communication Studies, Calcutta, in collaboration with the Department of Applied Psychology, Calcutta University is investigating, into the socio-psychological determinants of mass-copying behaviour among the secondary school students in the final examination of the West Bengal Board of Secondary education.

In this respect, we shall seek your sincere co-operation for the collection of data and other relevant information regarding secondary institutions which would enable us to spot out such factors that are responsible for such deviant behaviour i.e. mass-copying behaviour among the students in public examinations.

The research findings, it is expected would help us to pin point the factors that contribute to the adoption of mass-copying behaviour on the part of the students in the public examinations. If the determinants can thus be localised, the remedial measure to counter them can not remain far for long.

The information, collected from the institutions will be kept strictly confidential and will not be used for any purpose, other than research.

Your earnest co-operation and valuable suggestions are solicited.



Department of Applied Psychology, University of Calcutta  
&  
The Eastern India Centre for Mass Communication studies, Calcutta

**A RESEARCH PROJECT OF N. C. E. R. T, DELHI**

**Instruction for rating**

Please find herewith the names of a number of Secondary institutions of your zone on the \*left hand side and on the right hand side 0% 25% 50% 75% & 100%.

The percentage shown stand for degree ( in percentage ) you do think, from your observation, the institutions of your zone were involved in mass-copying during the final secondary examinations for the last few years.

For example, if you consider that the students of a particular school were (never) not at all involved in mass-copying during the final secondary examinations, please put a circle on 0%. In the same way, if you consider that the students of a particular school were grossly involved in mass-copying, put a circle on 100% ; so you put a circle on 25% or on 50% or on 75%, if you consider a particular school was involved in mass-copying to the extent of 25%, or 50% or 75%, as the case might be.

It is not always possible on your part to know about all the schools, so please rate, excluding your school, as many schools of your zone you know of.

**An example**

\*Name of the Institution

Involvement in Mass-copying  
0% 25% 50% 75% 100%

This means that the institution has 50% involvement in mass-copying.



**INFORMATION SCHEDULE**  
**(School Information)**

1. Name of the School:
2. Address of the School:
3. When established :
4. Class X/whether there is any  
separate section for class XI & XII:
5. Physical environment of the school:-
  - (a) Space occupied :
  - (b) Number of class-rooms :
  - (c) Area : Rural/Urban.
6. Distribution of students:-
  - (a) Average number of students in each class :
  - (b) Average number of students in each section :
7. Teacher-student ratio :-
  - (a) Number of Teachers in the school :
  - (b) Number of students in the school :
8. Admission system :-
  - (a) Basic admission criteria :
  - (b) Whether provision for admission test :
9. Attendance of the average students :-
10. Whether tutorial class is taken :-
11. Number of average working days in a year :-
12. Number of classes allotted to each teacher  
per week :-



**13. School examination system :-**

- (a) Number of periodicals :
- (b) Number of weekly tests :
- (c) Number of terminals :
- (d) Number of other tests :

**14. School examination system (Types of examinations) :-**

- (a) Mainly objective :
- (b) Mainly subjective :
- (c) Mixed type :

**15. Evaluation system :-**

- (a) Whether gradation system :
- (b) Cumulative record system :
- (c) Scoring system :
- (d) Whether progress report is given after each test :

**16. Promotion system :-**

- (a) Promotion criteria :
- (b) Whether attendance matters :

**17. Facilities availed :-****A. Library:**

- (a) Number of rooms :                      (b) Total accomodation :
- (c) Number of books :                      (d) Number of books issued  
per week :

**B. Laboratory :**

- (a) Number of rooms :                      (b) Total area :
- (c) Number of working days per week :
- (d) Number of teachers involved :
- (e) Whether adequate instrument :



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**C. Other facilities :-**

(a) Space occupied by the school play-ground:

(b) Common room :

(c) Whether audio-visual aid is taken for teaching :

(d) Nature of audio-visual aids used in teaching :

18. Whether there is any school Union :

If so, the nature of election :-

19. Percentage of students join<sup>ing</sup> N.C.C. :-

-----XXXXXX-----



INFORMATION INVENTORY(To be filled-up by the Student)

1. Name ..... 2. Age ..... No. of brothers & Sisters:
3. Address .....
4. Father's name ..... 5. Father's occupation .....
6. Educational qualification of parents: 7. Guardian's name and relationship with the student :
8. Number of rooms in your home: 9. No. of Journals & Periodicals read (Like DESH, ANANDAMELA, SUKTAHA) by you:
10. Whether you have any private tutor: YES/NO 11. Do you attend any tutorial class: YES/NO
12. Your hobby :
13. Beside school how many hours do you devote to your studies at home : 14. Whether Father alive: YES/NO
15. Whether Mother alive: YES/NO
16. Whether joint family: YES/NO 17. Whether any Study room: YES/NO
- 18a. Freezer is there : YES/NO 18b. T. V. is there : YES/NO
- 18c. Phone is there : YES/NO 18d. Car is there : YES/NO
19. Come to school by : (Bus, Own car, Tram etc.) 20. Whether there is any break in Study : YES/NO
21. If any break in study give reasons : 22. Name of the present school :
23. Change of school if any: 24. Reasons for Change:
25. Percent of Aggregate marks in the Last Annual Examinations : 26. Whether you were promoted having passed in all the subjects :



# INFORMATION INVENTORY

(To be filled-up by the Student)

1. Name ..... 2. Age..... No. of brothers & Sisters:
3. Address .....
4. Father's name..... 5. Father's occupation.....
6. Educational qualification of parents: 7. Guardian's name and relationship with the student :
8. Number of rooms in your home: 9. No. of Journals & Periodicals read(Like DESH, ANANDAMELA, SUKTAHA) by you:
10. Whether you have any private tutor: YES/NO 11. Do you attend any tutorial class: YES/NO
12. Your hobby :
13. Beside school how many hours do you devote to your studies at home : 14. Whether Father alive: YES/NO
15. whether Mother alive: YES/NO
16. whether joint family: YES/NO 17. whether any Study room: YES/NO
- 18a. Frreeze is there : YES/NO 18b. T. V. is there : YES/NO
- 18c. Phone is there : YES/NO 18d. Car is there : YES/NO
19. Come to school by : (Bus, Own car, Tram etc.) 20. Whether there is any break in Study : YES/NO
21. If any break in study give reasons : 22. Name of the present school :
23. Change of school if any: 24. Reasons for Change:
25. Percent of Aggregate marks in the Last Annual Examinations : 26. whether you were promoted having passed in all the subjects :



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	M.C. (N=92)	N.M.C. (N = 92)
(1) <u>Fathers' Academic qualifications:</u>		

\* [ \* Low :- From primary level to class IX.  
 \*\* Middle:-From Class X to Intermediate.  
 \*\*\* High :- B.A., B.Sc., M.A., M.Sc., Ph.D., Medicalman, C.A.,  
 Engineer, Lawyer, etc.

	Low*	Middle**	High***	TOTAL
N.M.C.	17(43.5)	32(26.5)	43(22.0)	92
M.C.	70(43.5)	21(26.5)	1(22.0)	92
TOTAL	87	53	44	184

\* Low :- From Primary to class IX level.  
 \*\* Middle:-From Class X to Intermediate.  
 \*\*\* High :- B.A., B.Sc., M.A., M.Sc., and M.B.B.S. etc.



(h)

(3) Socio-economic status:

	Low*	Middle**	High***	Total
N..M. C.	10(30.0)	35(32.5)	47(29.5)	92
M. C.	50(30.0)	30(32.5)	12(29.5)	92
TOTAL	60	65	59	184

\* Low : Own house/rented house(one Room), lower job/small business, and low educational level.

\*\* Middle: Own house/<sup>rented house</sup> (2-Rooms), mainly clerical job or a business, middle<sup>um</sup> educational level.

\*\*\*High : Own house/rented house(more than 4 Rooms), Freeze, Phone, Car, Officerial/Higher job/Good business, High educational level.

(4) Fathers' Occupations:

	Category* I	Category** II	Category*** III	Category**** IV	Total
N.M.C.	55(33.5)	16(21.5)	16(26.5)	2(10.5)	92
M. C.	9(33.5)	27(21.5)	37(26.5)	19(10.5)	92
TOTAL	67	43	53	21	184

\*Category-I: Medical man, Legal Officer, Officer, Engineer~~ing~~, C.A., etc.

\*\* " II: Business.

\*\*\* " III: Teacher of primary/secondary schools, Clerical.

\*\*\*\* " IV: Skilled and unskilled labours.

(5) Special room for study:

	Special room for study.	No. of Special room for study.	Total
N.M.C.	47(34.5)	45(57.5)	92
M. C.	22(34.5)	70(57.5)	92
TOTAL	69	115	184



(6) No. of Rooms:

	(1-2) Rooms	(3-4) (Rooms)	More than 4-Rooms.	Total
N.M.C.	19(36.5)	34(28.5)	39(27.0)	92
M. C.	54(36.5)	23(28.5)	15(27.0)	92
TOTAL	73	57	54	184

(7) Size of the Family:

	(1-4) members.	(5-8) members.	9 and above members.	Total
N.M.C.	26(23.0)	45(43.5) <sup>o</sup>	11(26.0)	92
M. C.	7(23.0)	43(43.0)	42(26.0)	92
Total	43	88	53	184

(8) Journals taken:

	Max No journal taken.	1 journal taken.	More than one journal taken.	TOTAL
N. M. C.	11(22.0)	17(27.5)	64(42.5)	92
M. C.	33(22.0)	38(27.5)	21(42.5)	92
TOTAL	44	55	85	184

(9) Father-mother presence-absence:

	Father-mother both absent.	Father absent	Mother absent.	Father-mother both absent.	Total
N.M.C.	84(79.5)	4(7.5)	4(4.5)	0(0.5)	92
M. C.	75(79.5)	11(7.5)	5(4.5)	1(0.5)	92
TOTAL	159	15	9	1	184



8)

(10) Private tutor and tutorial/coaching class:

	Both private tutor and tutorial/coaching class.	Private tutor only.	Tutorial or coaching class only.	No. private tutor and tutorial or coaching class.	TOTAL
No. of U.	7(4.5)	50(49.5)	5(8.0)	27(30.0)	92
No. of U.	2(4.5)	40(40.5)	11(8.0)	53(53.0)	92
TOTAL	9	90	16	80	184

(11) Number of family members and space occupied in  
rooms of rooms: (N = 92)

Rooms	(1-4) members		(5-8) members		9 and above members.		Total	
	N.M.C.	M.C.	N.M.C.	M.C.	N.M.C.	M.C.	N.M.C.	M.C.
1-Room	3	4	3	17	2	4	8	25
2-Rooms	7	1	3	11	1	17	11	29
4-Rooms	11	1	20	10	3	12	34	23
More than 4-Rooms.	15	1	19	5	5	9	39	15
TOTAL	36	7	45	43	11	42	92	92



## STUDENT'S ATTITUDE TOWARDS PRESENT SITUATION IN THE

### SCHOOL-~~SYSTEM~~ WITH PARTICULAR REFERENCE TO TEACHERS.

#### Instructions:

As a student in course of your day-to-day school experience, you have certainly acquired and formulated a definite attitude towards the ~~various aspects~~ of your school-system relating to syllabus, teachers, method of teaching, school-environment, facilities for sports and games, library and laboratory, examination system and present educational system as a whole.

For a research work, carried out by the Department of Applied Psychology, Calcutta University and Eastern India Centre for Mass Communication Studies, Calcutta, we seek your co-operation and want to know your opinion and feelings about the various aspects of the school. For this purpose, you will find in the following pages, a few statements given on the left hand side of each page and on the right hand side, corresponding to each statement, five letters A, B, C, D and E.

Please carefully read each statement, think and give your sincere opinion. There is no right or wrong in your responses. Be true to your feelings and respond accordingly. Your sincere and true responses can only help us in arriving at true inferences for this scientific investigation regarding the present education system in general and examination system in particular.

Your opinion and (responses) will be kept strictly confidential. So, you can respond without any hesitation, whatsoever.

As mentioned, on the right side of each statement, five letters from A to E are given. Read each statement carefully, do not hurry. Now decide how much approval or disapproval you have for the statement. If you completely or strongly agree to any statement, encircle (A), if you moderately agree with the statement, put a circle around (B), if you partly agree and partly disagree, encircle (C), if you have moderate disapproval, encircle (D) and for the total disapproval encircle (E).

- |                                       |                   |
|---------------------------------------|-------------------|
| A - Strongly agree.                   | B - Partly agree. |
| C - Partly agree,<br>Partly disagree. | D - Disagree.     |
| E - Strongly disagree.                |                   |



# ATTITUDE OF STUDENTS TOWARDS DIFFERENT

## ASPECTS OF THE SCHOOL LIFE

- |     |  |     |     |   |   |   |   |   |
|-----|--|-----|-----|---|---|---|---|---|
| 1.. | It is a proud privilege to get admitted into this school.  | ... | ... | A | B | C | D | E |
| 2.  | Healthy communication system between the teachers and the students surely stands for the school's general health and progress  | ... | ... | A | B | C | D | E |
| 3.  | The method of teaching in this school is so effective that home-drilling is not much necessary.  | ... | ... | A | B | C | D | E |
| 4.  | The teachers behave with us in such a sincere way that we spontaneously obey them.   | ... | ... | A | B | C | D | E |
| 5.  | The teachers, specialised in English are allotted only to classes for teaching English and the teachers specialised in Mathematics, are allotted only to classes for teaching Mathematics. | ... | ... | A | B | C | D | E |
| 6.  | The school has satisfactory provisions for tutorial classes.   | ... | ... | A | B | C | D | E |
| 7.  | Present day examination is a farce.  | ... | ... | A | B | C | D | E |
| 8.  | There is actually no difference between a student who crams and vomits on a subject in the examination and one who copies the same material from a book in the examination hall.           | ... | ... | A | B | C | D | E |
| 9.  | There is no future for the present education system in this country.   | ... | ... | A | B | C | D | E |
| 10. | It matters little if there be mal-practices in the examination, when corruption and mal-practices are rampant in the whole social set-up.  | ... | ... | A | B | C | D | E |
| 11. | The inter-teacher relationship in this school seems to be very cordial.  | ... | ... | A | B | C | D | E |
| 12. | The students have to read such a large number of subjects that they can hardly assimilate any of the subjects properly.  | ... | ... | A | B | C | D | E |
| 13. | This school is very neat and clean.  | ... | ... | A | B | C | D | E |
| 14. | Every school should have a play-ground for the students.   | ... | ... | A | B | C | D | E |
| 15. | A school should be well-disciplined.   | ... | ... | A | B | C | D | E |
| 16. | Sincere and careful teaching can only stop copying in the examination.   | ... | ... | A | B | C | D | E |

(Contd.)



17. We feel sorry if we can not come to school  
for any reason.                   ...                   ... A B C D E
18. Success in the admission test can only help  
one to get admitted into this school.                   ... A B C D E
19. The class-routine is so well designed that  
the students do not feel bore in attending  
the classes.                   ...                   ... A B C D E
20. Mal-administration caters indiscipline  
among the students.                   ...                   ... A B C D E
21. Firm handling on the part of the authorities  
can stop mass-copying.                   ...                   ... A B C D E
22. The science laboratory of this school is  
one of the best organized in this zone.                   ... A B C D E
23. It is not possible for each and every  
student to get himself admitted into  
this school.                   ...                   ... A B C D E
24. Our relation with each and every teacher  
is very cordial and happy.                   ... A B C D E
25. Good provision for enjoying tiffin-hours  
is available in this school.                   ... A B C D E
26. Good result in the examination in the  
present set-up is a chance and luck.                   ... A B C D E
27. There seems to be no impropriety on the part  
of the students copying in the examination  
hall if they are to sit for the examination  
without having any course completed and  
adequately taught.                   ...                   ... A B C D E
28. In the present set-up of the educational  
system, there is no guarantee of any  
professional absorption on the part of a  
student, after the completion of educa-  
tional courses.                   ...                   ... A B C D E
29. An unscrupulous and un-principled man should  
not be considered educated, though he may  
have high academic degree.                   ... A B C D E
30. Students are very close and friendly to  
the teachers in this school.                   ... A B C D E
31. Many teachers of this school hold coaching  
classes at home.                   ...                   ... A B C D E

(Contd.)



32. Change in the syllabus at a regular interval of three to four years indicates the lack of soundness of the syllabus. ... A B C D
33. There is a very open and free atmosphere in this school. ... A B C D E
34. Copying in the examination is the ultimate outcome of overall mal-administration of the school. ... A B C D E
35. The students like to attend the school everyday. ... A B C D E
36. The school library helps the students a lot (about their study matters) in the preparation of their lessons. ... A B C D E
37. Almost all the teachers of our class come late. ... A B C D E
38. The teachers guide the students in the tutorial class with much care and attention. A B C D E
39. The students cannot be properly evaluated by holding one or two examinations in a year. ... A B C D E
40. Now-a-days, many motivated elderly persons get their own missions fulfilled by tempting the students in passing the examination by copying in the examination hall. ... A B C D E
41. There seems to be no actual difference between a student who secures '35' and another who secures '45' (out of 100 in the present examination system). ... A B C D E
43. ~~42.~~ A simple and honest village farmer is far more desirable than a so-called degree holding educated man. ... A B C D E
42. ~~43.~~ If the degree is the final passport to a job there is no harm to procure a degree by fair means or foul. ... A B C D E
44. Copying in the examination hall is now a very frequent incident. ... A B C D E
45. The students of this school who read in special coaching classes taken by the school teachers seem to be preferred in evaluation by the teachers concerned. ... A B C D E
46. Curriculum and syllabus framing has not been done, so far, with adequate and considerable serious thought over it. ... A B C D E
47. Irrespective of the nature of the school, the students can perform well in the examination if they themselves are serious and sincere. ... A B C D E

(Contd.)



48. Mass-copying will be stopped only with the radical change in the present educational system. ... A B C D E
49. We can communicate any type of difficulty that we may experience to any of our teachers or the headmaster, without any hesitation. ... A B C D E
50. Everything of this school is ill organized. A B C D E
51. We appear in the examination only because this might help us in securing a job in the future. ... A B C D E
52. It appears that the syllabus makers have no adequate knowledge of and acquaintance with the student community. ... A B C D E
53. Corruption and mal-practices in all spheres of life is the cause of mass-copying in the examination. ... A B C D E
54. Most of the schools have congested sitting arrangements. ... A B C D E
55. The syllabus remains almost unfinished and incomplete in all subjects in the school.... A B C D E
56. The students take resort to mal-practices because the teachers are not honest. ... A B C D E
57. All the students are basically good. ... A B C D E
58. The teachers seldom get <sup>any</sup> opportunity to pay individual attention to the students due to large number of students in each class. ... A B C D E
59. The present educational system should be completely reconstituted. ... A B C D E
60. Examination scripts, so far the students feel are not examined with due care and attention. .... A B C D E
61. Classes seem to be very dull. ... A B C D E
62. The school is, <sup>as if</sup> ~~self~~, a prison house. ... A B C D E
63. The school is, as if, an abode of joy. ... A B C D E
64. All the time we wish that the school may have recurring holidays. ... A B C D E



**FINAL SCALE:**

**ATTITUDE OF STUDENTS TOWARDS**

**THE SCHOOL**

1. Copying in the examination hall is now a very frequent incident. ... A B C D E
2. We can communicate any type of difficulty that we may experience to any of our teachers or the headmaster, without any hesitation. ... A B C D E
3. The students like to attend the school everyday. ... A B C D E
4. Mass-copying will be stopped only with the radical change in the present educational system. ... A B C D E
5. The school has satisfactory provisions for tutorial classes. ... A B C D E
6. Irrespective of the nature of the school the students can perform well in the examination if they themselves are serious and sincere. ... A B C D E
7. The science laboratory of this school is one of the best organized in this zone. ... A B C D E
8. The students of this school who read in special coaching classes taken by the school teachers seem to be preferred in evaluation by the teachers concerned. ... A B C D E
9. The class-routine is so well designed that the students do not feel bore in attending the classes. ... A B C D E
10. Good result in the examination in the present set-up is a chance and luck. ... A B C D E
11. Examination scripts, so far the students feel are not examined with due care and attention. ... A B C D E
12. It matters little if there be mal-practices in the examination, when corruption and mal-practices are rampant in the whole social set-up. ... A B C D E
13. The teachers behave with us in such a sincere way that we spontaneously obey them. ... A B C D E



14. Sincere and careful teaching can only stop copying in the examination. ... A B C D E
15. It is not possible for each and every student to get himself admitted into this school. ... A B C D E
16. The inter-teacher relationship in this school seems to be very cordial. ... A B C D E
17. A simple and honest village farmer is far more desirable than a so-called degree holding educated man. ... A B C D E
18. We appear in the examination only because this might help us in securing a job in the future. ... A B C D E
19. Many teachers of this school hold coaching classes at home. ... A B C D E
20. Everything of this school is ill-organized. ... A B C D E
21. All the students are basically good. ... A B C D E
22. If the degree is the final passport to a job there is no harm to procure a degree by fair means or foul. ... A B C D E
23. The syllabus remains almost unfinished and incomplete in all subjects in the school. ... A B C D E
24. This school is very neat and clean. ... A B C D E
25. Classes seem to be very dull. ... A B C D E
26. The school library help the students a lot (about their study matters) in the preparation of their lessons. ... A B C D E
27. There is a very open and free atmosphere in this school. ... A B C D E
28. The teachers guide the students in the tutorial class with much care and attention. ... A B C D E



### ATTITUDE OF THE STUDENTS TOWARDS TEACHERS

- |     |   |     |     |   |   |   |   |   |
|-----|---|-----|-----|---|---|---|---|---|
| 1.  | Teachers should be considered as good as parents.   | ... | ... | A | B | C | D | E |
| 2.  | The teachers are found to be discriminating while they take a general class so far this approach to individual student is concerned.                  | ... | ... | A | B | C | D | E |
| 3.  | The old-day Master-discipline relationship in schools is no more a reality.   | ... | ... | A | B | C | D | E |
| 4.  | The teachers, with all sincerity, participate in almost all of our co-curricular activities like sports, educational tour, drama, school examination. | ... | ... | A | B | C | D | E |
| 5.  | The teachers are mostly responsible for mass-copying in the examination.  | ... | ... | A | B | C | D | E |
| 6.  | The teachers equip us with adequate knowledge and to face the future struggle for existence in life.  | ... | ... | A | B | C | D | E |
| 7.  | Almost all the teachers do not complete their respective allotted course.   | ... | ... | A | B | C | D | E |
| 8.  | The character formation of the students can only be ensured by the good character of the teachers.  | ... | ... | A | B | C | D | E |
| 9.  | In a class of '45' minutes, not more than '20' minutes are actually devoted to teaching.  | ... | ... | A | B | C | D | E |
| 10. | The relation among the teachers of our school is very close and cordial.  | ... | ... | A | B | C | D | E |
| 11. | The present educational system is mainly responsible for mass-copying during examination.   | ... | ... | A | B | C | D | E |
| 12. | Now-a-days, an ideal teacher is seldom found.   | ... | ... | A | B | C | D | E |
| 13. | In any case, a teachers should be respected.  | ... | ... | A | B | C | D | E |
| 14. | Now-a-days, the teachers do not pay attention to the individual students.   | ... | ... | A | B | C | D | E |
| 15. | Most of the teachers some how while away their class hours.   | ... | ... | A | B | C | D | E |
| 16. | Most of the teachers utilise the students to achieve their selfish personal aim.  | ... | ... | A | B | C | D | E |

Contd.....



17. The teachers are responsible for factions among the students. ... A B C D E
18. The present social system is mainly responsible for mass-copying the in the examination among the students. ... A B C D E
19. Most of the teachers do not maintain any fixed time in their arrival at and departure from the school. ... A B C D E
20. The teachers of this school come to the class always with adequate preparation for the days lessons. ... A B C D E
21. Most of the teachers have taken teaching merely as a profession instead of having any missionary zeal for it. ... A B C D E
22. The teacher-pupil relationship in this school is very cordial and sweet. ... A B C D E
23. Most of the teachers are corrupted. ... A B C D E
24. The teachers take special care for these students who cut a sorry figure in the examination. ... A B C D E
25. The students are mainly responsible for mass-copying in examination. ... A B C D E
26. Most of the teachers have opted for the profession of teaching as they could not procure better jobs. ... A B C D E
27. Our school appears almost as our home. ... A B C D E
28. It appears that most of the teachers do not examine the answer scripts with the due attention; and care ... A B C D E
29. The teachers of this school are sincere..... A B C D E



(-E-)

### FINAL SCALE 1

#### ATTITUDE OF THE STUDENTS TO THEIR TEACHERS

1. Most of the teachers utilise the students to achieve their selfish personal aim.... A B C D E
2. Teachers should be considered as good as parents. ... A B C D E
3. In any case, a teachers should be respected. ... A B C D E
4. The teachers are mostly responsible for mass-copying in the examination. ... A B C D E
5. The old-day Master- disciple relationship in schools is no more a reality. ... A B C D E
6. It appears that most of the teachers do not examine the answer-scripts with the due attention and care. ... A B C D E
7. Almost all the teachers do not complete their respective allotted course. ... A B C D E
8. The teachers are responsible for factions among the students. ... A B C D E
9. Most of the teachers are corrupted. ... A B C D E
10. Most of the teachers do not maintain any fixed time in their arrival at the departure from the school. ... A B C D E

-----XXXXX-----



## ATTITUDE OF THE TEACHERS TOWARDS THE STUDENTS

### Instructions:

As a teacher, in course of your day-to-day experience, you have certainly acquired and formulated a definite attitude towards the students.

For a research work, carried out by the Department of Applied Psychology, Calcutta University and Eastern-India Centre for Mass Communication Studies, Calcutta, we seek your kind co-operation and want to know your opinion and feelings about the students, with whom you come close daily.

Please carefully read each statement, think and give your sincere opinion. There is no right or wrong in your responses. Be true to your feelings and respond accordingly. Your sincere and true responses can only help us in arriving at the true inferences for this scientific investigation regarding the present educational system in general and examination system in particular.

Your responses will be kept strictly confidential. So you can respond without any hesitation, what so ever.

On the following pages, you will find a number of statements on the left-hand side of each page. On the right side of each statement, five letters from A to E are given. Please read each statement carefully. Now decide how much approval or disapproval you have for the statement. If you completely or strongly agree to any statement, encircle (A), if you moderately agree with the statement, put a circle around (B), if you partly agree and partly disagree, encircle (C), if you have moderate disapproval, encircle (D), and for the total disapproval encircle (E).

- A - Strongly agree.
- B - Partly agree.
- C - Partly agree, partly disagree.
- D - Disagree.
- E - Strongly disagree.



ATTITUDE OF THE TEACHERS TOWARD STUDENTS

1. The present students have little respect for the teachers in general. ... A B C D E
2. Hardly any student aspires to be a school teacher in future. ... A B C D E
3. Most of the present students are critical about the teachers. ... A B C D E
4. The teachers are responsible for the present degradation of the standard of students. ... A B C D E
5. A wave of defying attitude about all existing social norms is very marked among the student. ... A B C D E
6. Most of the students are respectful towards their teachers. ... A B C D E
7. Present students are fond of idealism. ... A B C D E
8. There is a cordial relationship between the teachers and students. ... A B C D E
9. The students are confused because of the teachers' lapses and inadequacies. ... A B C D E
10. Every student is basically honest. ... A B C D E
11. The tradition of paying respect to the elders has disappeared from all spheres of the society. ... A B C D E
12. The students consider the school as a gossip-centre. ... A B C D E
13. If the students may be guided properly, each and every student can be successful in future life. ... A B C D E
14. Most of the students are not serious about their studies. ... A B C D E
15. Most of the students have a tendency to avoid the teachers. ... A B C D E
16. The teachers are being threatened <sup>by the student</sup> if anything does not suit to their taste and soul. ... A B C D E
17. The teachers can not pay adequate attention to the individual students because of rush in classes. ... A B C D E

Contd.....



18. The teachers have to accept many things under the organised pressure of the students. ... A B C D E
19. The teachers fail to discharge their duties properly to the students for the poor condition of the school. ... A B C D E
20. Most of the students are obedient to the teachers. ... A B C D E
21. Any student of this institution can approach any teacher with any kind of difficulty academic or otherwise. ... A B C D E
22. The teachers, at present, have to remain engrossed in so many problems that they can make little time for attending students in individual. ... A B C D E
23. Even if the students misbehave, the teachers feel insecured to rebuke them.... A B C D E
24. The teacher-student relationship has been deteriorating day-by-day. ... A B C D E
25. Most of the students are indisciplined.... A B C D E
26. Most of the students, now-a-days, want to pass the examination by any fair or foul.. A B C D E
27. The students are the real assets to a teacher. ... A B C D E
28. If the present system of education is reconstituted, then and then only the students would show respect to the teachers. ... A B C D E
29. *The students are mainly responsible for mass-copying* ... A B C D E
30. The present educational system is basically responsible for mass-copying. ... A B C D E
31. Teachers are mainly responsible for mass-copying. ... A B C D E
32. Most of the students feel frustrated. ... A B C D E
33. Most of the students lack self-confidence. A B C D E
34. The students are mainly responsible for mass-copying. ... A B C D E

Name of the School :

Teaching Experience  
(In years) :

Name of the teacher:

Main Subject of teaching:

Age :

Educational qualification :

Other Subject, if taught:



(x)

### FINAL SCALE

#### Attitude of the Teachers toward students.

1. Most of the students lack self-confidence.                      ...                      ...    A    B    C    D    E
2. Any student of this institution can approach any teacher with any kind of difficulty academic or otherwise....    A    B    C    D    E
3. Most of the students feel frustrated.                      ...                      ...    A    B    C    D    E
4. Most of the students are not serious about their studies.                      ...                      ...    A    B    C    D    E
5. The teachers are being threatened <sup>by the students</sup> if any thing does not suit to their taste and soul.                      ...                      ...    A    B    C    D    E
6. Most of the students, now-a-days, want to pass the examination by any <sup>means</sup> fair or foul.                      ...                      ...    A    B    C    D    E



ফলিত যনোবিস্তান বিভাগ  
কলিবাটা বিশ্ববিদ্যালয়

নির্দেশ :—

কৃত্তিক অভিহা

এই অভিহায় কতকগুলি জোড় জোড় মন্তব্য রয়েছে। এই মন্তব্যগুলি নানা বিষয়কে কেন্দ্র করে করা হয়েছে। মন্তব্যগুলির কোন্টি তোমার পছন্দ হতে পারে, কোনটি অপছন্দ হতে পারে, মন্তব্যগুলি এমন বিষয় নিয়েও হতে পারে, যেগুলো সম্বন্ধে তোমার কিছু ভাবনাচিন্তা থাকতেও পারে, আবার নাও পারে। নিচের উদাহরণটা দেখ :

তুমি আমার নিজের সম্বন্ধে অপবেব কাছে বলা পছন্দ করি। - - - ক

তুমি নিজের জন্য যে জ্ঞান লক্ষ্য স্থির করি, তার জন্য কাজ করতে পছন্দ করি। . . . . . খ

উপরের এই দুটি মন্তব্যের কোন্টি তোমার ক্ষেত্রে বেশী প্রযোজ্য অর্থাৎ এই দুটি মন্তব্যের কোন্টি তোমার পছন্দ বা ভাল লাগার সাথে বেশী মেনে সেটাই তোমাকে দেখতে হবে। যদি তুমি অন্যের কাছে নিজের সম্বন্ধে বলাটা সুকৃত লক্ষ্য পোঁছানোর জন্য কাজ করা অপেক্ষা বেশী পছন্দ কর, তাহলে তুমি 'ক' এর তুলনায় 'ক' কে নির্বাচন করবে। যদি বিপরীতটা হয়, তাহলে তুমি 'ক'-এর তুলনায় 'খ' কে নির্বাচন করবে।

এমন হতে পারে যে তুমি ক ও খ দুটোকেই পছন্দ করছ। এই অবস্থায় এই দুটির মধ্যে যেটি অপেক্ষাকৃত বেশী ভাল লাগছে সেটিতেই দাগ দেবে। যদি এমন হয় যে তুমি দুটোকেই অপছন্দ করছ তাহলে যেটি তুমি কম অপছন্দ করছ, সেটিতে দাগ দাও।

উপরের মন্তব্যগুলি তোমার পছন্দ অপছন্দকে কেন্দ্র করে, আর নিচের মন্তব্যগুলি তোমার অনুভূতিকে কেন্দ্র করে গঠিত, যেমন,

তুমি কোনো কিছুতে ব্যর্থ হলে ঘুষড়ে পড়ি। . . . ক

কোনো সভায় বক্তৃতা করতে গেলে ভয় ভয় করবে। . . . খ

এই দুটি মন্তব্যের কোন্টি তোমার অনুভূতিকে সঠিকভাবে ব্যক্ত করে সেটাই তোমার ভেবে দেখতে হবে।

যদি মনে হয় কোনো কিছুতে ব্যর্থ হলে তুমি ঘুষড়ে পড় এই অনুভূতিটি, সভায় বক্তৃতা করতে বুক দুর দুর করা অনুভূতির তুলনায় বেশী প্রযোজ্য তাহলে তুমি এই দুটির মধ্যে 'ক' কে চিহ্নিত করবে।

যদি 'খ' এ ব্যাপ্ত অনুভূতিটি তোমার ক্ষেত্রে 'ক' এ ব্যাপ্ত অনুভূতিটির চেয়ে বেশী প্রযোজ্য বলে মনে কর তাহলে তুমি 'খ' কে চিহ্নিত করো।

এমন হতে পারে যে দুটি বক্তব্যই তোমার অনুভূতিকে ব্যক্ত করেছে তখন তোমাকে ভেবে দেখতে হবে দুটির মধ্যে কোন্টি তোমার ক্ষেত্রে বেশী প্রযোজ্য।

এই দুটি মন্তব্যের কোনটির সাথেই যদি তোমার অনুভূতির মিল না হয়, তাহলে তোমাকে ভেবে দেখতে হবে এই দুটির মধ্যে কম হলেও যেটি অপেক্ষাকৃত ভাবে তোমার ক্ষেত্রে বেশী প্রযোজ্য সেইটিকে চিহ্নিত করো।

এই বকম জোড়ায় জোড়ায় বাক্য পর্বের পৃষ্ঠায় দেওয়া আছে। জোড়ার প্রতিটি বাক্য মনোযোগ দিয়ে পড় এবং এই দুটি বাক্য থেকে একটিকে বেছে নাও যেটি তোমার পছন্দ-অপছন্দ অথবা তোমার অনুভূতিকে যতটা সম্ভব সঠিকভাবে ব্যাঙ করবে।

প্রতি জোড়া বাক্যের ~~মধ্যে~~ ডান দিকে ক ও খ মুদ্রিত আছে। 'ক' ও 'খ' এর মধ্যে যেটি তোমার পক্ষে প্রযোজ্য হবে তার চারিপাশে একটি বৃত্ত আঁক।

যথা — (ক) অথবা (খ)

প্রতিটি ক্ষেত্রেই তোমার চিহ্ন-তোমার বর্তমান কালের পছন্দ অপছন্দ এবং অনুভূতির ওপর ভিত্তি করে হবে। কি বকম হওয়া উচিত এর মাপকাঠিতে চিহ্ন দেবে না, কেননা তোমার উত্তরে ভুল শৃঙ্খল বলে কিছু নেই।

তোমার প্রদত্ত চিহ্নগুলি তোমার ব্যাঙিন্গত পছন্দ অপছন্দ এবং তোমার অনুভূতিগুলোকে বর্ণনা করবে যাত্র।

নিশ্চিত হয়ে নিও যে, তুমি ~~কোনো~~ তোমার পছন্দ অপছন্দ ঠিক ঠিক ভাবে চিহ্নিত করছো।

তোমার পছন্দ/অপছন্দ/অনুভূতি/এগুলির সঠিক ভিত্তিতে তুমি 'ক' ও 'খ' এর মধ্যে যে কোনো একটির চারিপাশে বৃত্ত একে দাও।

—:—

নির্দেশটি ভাল করে পড়, না বুঝলে জিজ্ঞাস করবে বুঝে নাও। না বলা পর্যন্ত অপর পৃষ্ঠায় যাবে না।

- ১। আমাৰ বন্ধু বা অসুবিধায় পড়লে আমি তাৰে সাহায্য কৰা পছন্দ কৰি।  
আমি যে কোনো কাজ কৰি না কেন, তা আমি সৰ্বসন্মতিকৰণে কৰাৰ  
চেষ্টা কৰি। ... ক  
খ
- ২। আমি যেমন বিষয়ে আগ্ৰহী সেমন বিষয়ে মহাপুৰুষগণ কি ভেবেছেন  
তা খুজে দেখতে আমি পছন্দ কৰি। ... ক  
একটা দাগ কাটে এবকম বড় কিছু কৰা আমি পছন্দ কৰি। খ
- ৩। আমি যে কোনো লেখাৰ কাজ কৰি না কেন তা বেশ গোছানো,  
পৰিষ্কাৰ বিষয় নিবন্ধ হবে এটা আমি পছন্দ কৰি। ... ক  
আমি কোনো চাকুরীতে, পেশায় বা কোনো বিশেষীকৰণেৰ ক্ষেত্রে একজন  
অত্যন্ত স্বীকৃত ব্যক্তি হওয়া পছন্দ কৰি। ... খ
- ৪। বিয়ে বড়ী বা কোনো উৎসবেৰ জন সমাবেশে আমি বেশ হাসি-ঠাট্টা  
ও খোশগল্প কৰা পছন্দ কৰি। ... ক  
আমি একটা মহৎ উপন্যাস বা নাটক লেখা পছন্দ কৰি। ... খ
- ৫। আমি যেমনটি চাই, ঠিক তেমনভাবে আপ্তে যেতে পাবা পছন্দ কৰি। ক  
আমি একটা বেশ কঠিন কাজ কৰতে সমর্থ হয়েছি এটা বলতে পাবা  
পছন্দ কৰি। ... খ
- ৬। অন্যতা সমাধান কৰতে হিমসিম খেয়ে যায় এবকম সমস্যা ও ধাঁধাঁৰ  
সমাধান কৰতে পছন্দ কৰি। ... ক  
আমি অন্যেৰ নিৰ্দেশ পালন ও আমাৰ নিকট সকলেৰ প্ৰত্যাশিত যে  
আচৰণ তা কৰতে ভালবাসি। ... খ
- ৭। আমাৰ দৈনন্দিন বোজামাচায় বা আমাৰ বুটিনে কিছু নতুনত্ব ও  
পৰিৱৰ্তন ডাঙ্গুক এটা আমি চাই। ... ক  
আমি যদি মনে কৰি যে আমাৰ গুৰুজনেৰা কোন বিষয়ে কোন ভাল  
কিছু কৰেছেন তাহলে আমি তা তাঁদেৰ বলতে ভালবাসি। ... খ
- ৮। আমি যে কোন কাজ গ্ৰহণ কৰি না কেন, তা বেশ পৰিকল্পনা কৰে ও  
পুণ্ডানুপুণ্ডৰূপে গুছিয়ে কৰতে পছন্দ কৰি। ... ক  
আমি নিৰ্দেশমেনে চলাত আমাৰ দিক থেকে যা প্ৰত্যাশিত  
তাক কৰতে পছন্দ কৰি। ... খ
- ৯। আমি যখন কোন জনসমাবেশে যাই তখন আমাকে সবাই দেখুক ও  
আমাৰ চেহাৰা নিয়ে আলোচনা কৰুক - এটা আমি পছন্দ কৰি। ... ক  
আমি মহাপুৰুষদেৰ জীবনী পড়তে ভালবাসি। ... খ
- ১০। যে সব পৰিস্থিতিতে গতানুগতিকভাবে আমি কাজ কৰি এটা সবাই  
প্ৰত্যাশা কৰে সে সব পৰিস্থিতি আমি বৰ্জন কৰতে পছন্দ কৰি। ... ক  
আমি মহাপুৰুষদেৰ জীবনী পড়তে ভালবাসি। ... খ
- ১১। আমি কোন চাকুরীতে, পেশায় বা কোন বিশেষীকৰণেৰ ক্ষেত্রে একজন  
অত্যন্ত স্বীকৃত ব্যক্তি হওয়া পছন্দ কৰি। ... ক  
যে কোন কাজ গুৰু কৰাৰ আগে আমি এটাকে গুছিয়ে ও  
পৰিকল্পনামাফিক কৰতে পছন্দ কৰি। ... খ

- ১২। আমি যে সব বিষয়ে আগ্রহী সে সব বিষয়ে মহাপুরুষগণ কি ভেবে গেছেন  
তা খুঁজে বার করতে পছন্দ করি। ... ক  
যদি আমায় কোথাও ভ্রমণ করতে হয়, আমি আগে থেকেই সব কিছু  
পৰিকল্পনা কৰে যেতে পছন্দ কৰি। ... খ
- ১৩। আমি যে কোন কাজই করি না কেন, তা শেষ করতে পছন্দ করি। ... ক  
আমি আমার ডেস্কের উপর দরকারী জিনিসগুলি সাজিয়ে গুছিয়ে রাখতে  
পছন্দ করি। ... খ
- ১৪। যে সব বোম্বটিকর ও অশুভ ঘটনা আমার জীবনে ঘটে গেছে, সে সব  
আমি অন্যদের বলতে পছন্দ করি। ... ক  
আমি সাজিয়ে-গুছিয়ে ও যথা নির্দিষ্ট সময় খেতে পছন্দ করি। ... খ
- ১৫। আমি কি করবো না করবো তাতে অন্যদের যতামত নেওয়া পছন্দ করি না।— ক  
আমি আমার ডেস্কের উপর দরকারী জিনিসগুলি সাজিয়ে গুছিয়ে রাখতে  
ভালবাসি। ... খ
- ১৬। অন্যেরা যে ভাবে কাজ করে তার চেয়ে আমি ভালভাবে কাজ করতে  
পছন্দ করি। ... ক  
বিয়ে বাড়ী বা কোনো উৎসবের জনসমাবেশে আমি বেশ হাসি ঠাট্টা ও  
খোশগল্প করা পছন্দ করি। ... খ
- ১৭। আমি প্রচলিত নিয়ম যেনে চলতে পছন্দ করি এবং যে সমস্ত কাজ করা  
আমার পুরুষজনের যতে বিধিসম্মত নয় সে সমস্ত কাজ করা আমি পছন্দ  
করি না। ... ক  
আমি আমার কীর্তিকলাপের কথা বলে বেড়াতে ভালবাসি। ... খ
- ১৮। আমি আমার জীবনটাকে এমনভাবে সুবিন্যস্ত করতে চাই যাতে আমার  
পৰিকল্পনাগুলিৰ খুব একটো পৰিবৰ্তন না ঘটিয়েই জীবনটাকে মসৃণভাবে  
পৰিচালনা কৰা যায়। ... ক  
যে সব বোম্বটিকর ও অশুভ ঘটনা আমার জীবনে ঘটে গেছে, সে সব আমি  
অন্যদের বলতে পছন্দ করি। ... খ
- ১৯। যে সব বই ও নাটকে যৌন আবেদনের প্রাধান্য, সে সব বই ও নাটক  
পড়তে আমি ভালবাসি। ... ক  
আমি যখন কোন দলে থাকি, সবাই আমার দিকে দৃষ্টি দিক - এটা  
আমি চাই। ... খ
- ২০। কর্তব্যজ্ঞদের আমি সমালোচনা করতে ভালবাসি। ... ক  
আমি এমনসব শব্দ ব্যবহার করতে পছন্দ করি যে গুলিৰ মানে লোকেবা প্রায়শই  
জানে না ... খ
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- ২১। যে সব কাজে অন্যদের যতে মথেষ্ট দক্ষতা ও চেষ্টার দরকার হয়, সে সব  
কাজ করতে আমি পছন্দ করি। ... ক  
আমি যে ভাবে আসতে যেতে চাই, সে ভাবে আসা যাওয়ার পণ্ডি-  
অর্জন করতে চাই। ... খ

- ২২। আমি শ্রুতি গ্রন্থা করি তাঁর প্রমাণ কবতেও আমার ভাল লাগে। ..... ক  
আমি যা কবতে চাই তাতে নিজেকে সম্পূর্ণ স্বাধীন বনে অনুভব কবতে  
ভাল লাগে। .... থ
- ২৩। আমি আমার চিহ্ন, বিন ও অন্যান্য কাগজপত্র একটা নির্দিষ্ট নিয়মে  
ফাইলে সাজিয়ে গুছিয়ে রাখতে পছন্দ কবি। .... ক  
আমি কি কববো না কববো তাতে অন্যদের যত্নে নেওয়া পছন্দ কবি না। .... থ
- ২৪। আমি লোকেদের এমন সব প্রশ্ন কবতে চাই যেনুনের উত্তর দেবার সাধ্য  
কাবন্ত নেই। .... ক  
কর্তব্যবুদ্ধির আমি সমালোচনা কবতে ভালবাসি। .... থ
- ২৫। আমি এত উত্তেজিত হমে পড়ি যে জিনিষপত্র ছুঁড়ে ভেঙ্গে ফেলতে ইচ্ছে কবো। .... ক  
আমি দায়-দায়িত্ব ও বাধ্যবাধকতা এড়িয়ে চলতে পছন্দ কবি। .... থ
- ২৬। সে সমস্ত কাজে আমি হাত দিই যেনুনিতে সাফল্য অর্জন কবতে চাই। .... ক  
আমি নতুন নতুন বন্ধুত্ব কবতে ভালবাসি। .... থ
- ২৭। আমি অন্যের নির্দেশ পালন ও আমার নিকট সকলের প্রত্যাশিত যে আচরণ  
তা কবতে ভালবাসি। .... ক  
আমি আমার বন্ধুদের সঙ্গে নিবিড় সম্পর্ক বজায় রাখতে ভালবাসি। .... থ
- ২৮। কোন লেখার কাজে হাত দিলে আমি তা সংক্ষিপ্তাকারে পৰিচ্ছন্নভাবে  
গুছিয়ে কবতে ভালবাসি। .... ক  
বন্ধুত্ব কবাব সুযোগ পেলেই আমি তা কবে ফেলি। .... থ
- ২৯। বিয়ে বাড়ী বা কোনো উৎসবের জনসমাবেশে আমি বেশ হাসি-ঠাট্টা ও  
খোশগল্প কবা পছন্দ কবি। .... ক  
আমি বন্ধুদের নিকট চিঠি লেখা পছন্দ কবি। .... থ
- ৩০। আমি যেমনটি চাই, ঠিক তেমনভাবে আসতে যেতে পারা পছন্দ কবি। .... ক  
আমার নিজস্ব নোন কিছুব প্রশংসা দিয়েও আমি বন্ধুবান্ধবের সাথে চলা  
পছন্দ কবি। .... থ
- ৩১। যে সমস্ত ধাঁধা ও সমস্যা অন্যদের পক্ষে সমাধান কবা বেশ শক্ত, সে সব  
আমি সমাধান কবতে পছন্দ কবি। .... ক  
কেউ আমলে কি কবল বা না কবল সেটা দিয়ে নয়, সে কেন কোনকিছু কবতে  
চায় তাইদিয়েই তার বিচার কবা পছন্দ কবি। .... থ
- ৩২। সে সব লোকেদের আমি শ্রুতি কবি তাঁদের নেতৃত্ব যেনে নেওয়া আমি  
পছন্দ কবি। .... ক  
বিভিন্ন সমস্যার সম্মুখীন হলে আমার বন্ধুরা কিবকয় বোধ কবে তা  
আমি - বুঝতে চাই। .... থ
- ৩৩। আমি সাজিয়ে গুছিয়ে ও যথানির্দিষ্ট সময়ে খেতে পছন্দ কবি। .... ক  
আমি অন্যদের আচরণ বুঝতে ও বিশ্লেষণ কবতে ভালবাসি। .... থ
- ৩৪। আমি এমন সব জিনিষের কথা বলতে চাই যেনুনিতে বিচক্ষণতা ও চাতুর্যের  
ছাপ আছে। .... ক  
আমি নিজেকে অন্য কাবও পৰিস্থিতিতে ফলে সেখানে কি ককয় বোধ  
কবতায় তা কল্পনা করা পছন্দ কবি। .... থ

- ৩৫। আমি যা করতে চাই তাতে নিজেকে সম্পূর্ণ স্বাধীন বলে অনুভব করতে ভাল লাগে। ক  
একটা নির্দিষ্ট পরিস্থিতিতে অন্য কোন ব্যক্তি কি বকম বোধ কবে তা  
পর্যবেক্ষণ করতে আমি ভালবাসি। . . . . . থ
- ৩৬। যে সব কাজে অন্যদের মতে যথেষ্ট দক্ষতা ও চেষ্টাৰ দৰকাৰ হয়, সে সব  
কাজে করতে আমি পছন্দ কৰি। . . . . . ক  
যখন আমি ব্যৰ্থতাৰ সম্পূৰ্ণ হই, আমাৰ বন্ধুৰা আমাকে উৎসাহ দিক -  
এটা আমি চাই। . . . . . থ
- ৩৭। কোন কিছুৰ পৰিকল্পনা কৰাৰ সময় আমি তাদেৰ মতামত গ্ৰহণ কৰি  
যাদেৰ মতামতৰ উপৰ আমাৰ যথেষ্ট আস্থা আছে। . . . . . ক  
আমাৰ বন্ধুৰা আমাৰ প্ৰতি সদয় হউক - এটা আমি চাই। . . . . . থ
- ৩৮। আমি আমাৰ জীৱনটাকে এমনভাবে সুবিন্যস্ত করতে চাই যাতে আমাৰ  
পৰিকল্পনাগুলিৰ খুব একটা পৰিবৰ্তন না ঘটিয়েই জীৱনটাকে সম্বন্ধে  
পৰিচালনা কৰা যায়। . . . . . ক  
আমাৰ যখন অসুখ কৰে, আমাৰ বন্ধুৰা আমাৰ জন্য দুঃখ অনুভব কৰুক -  
এটা আমি চাই। . . . . . থ
- ৩৯। আমি যখন দলে থাকি, সবাই আমাৰ প্ৰতি দৃষ্টি দিক - এটা আমি চাই। . . . . . ক  
আমি আঘাত পেয়েছি বা অসুস্থ হয়েছি এমন অবস্থায় আমাৰ বন্ধুৰা  
উৎসাহভৰে খুব দৰদ লানবাসা দেখাক, এটা আমি পছন্দ কৰি। . . . . . থ
- ৪০। যে সব পরিস্থিতিতে গতানুগতিকভাবে আমি কাজ কৰি এটা সবাই প্ৰত্যাশা  
কৰে সে সব পরিস্থিতি আমি বৰ্জন কৰতে পছন্দ কৰি। . . . . . ক  
যখন আমাৰ মন-মেজাজ খাবাপ থাকে, আমাৰ বন্ধুৰা আমাৰ প্ৰতি সহানুভূতি  
দেখাক ও আমাকে উৎফুল্ল কৰাৰ চেষ্টা কৰুক - এটা আমি চাই। . . . . . থ
- ৪১। আমি উচ্চস্তৰেৰ উপন্যাস কিংবা নাটক লিখতে চাই। . . . . . ক  
যখন কোন কমিটিতে আমি কাজ কৰি, আমাকে কমিটিৰ চেয়াৰম্যান হিচাবে  
নিযুক্ত বা নিৰ্বাচন কৰা হউক- এটা আমি চাই। . . . . . থ
- ৪২। যখন আমি দলে থাকি, দলেৰ ভৱিষ্যৎ কাৰ্যসূচী নিৰ্ণয়ে আমি ছাড়া অন্য কেউ  
নেতৃত্ব দিক - এটা আমি চাই। . . . . . ক  
অন্য কাৰও কাজকৰ্ম তদাৰকী ও পৰিচালনা কৰাৰ সুযোগ পেনেই  
আমি তা কৰে থাকি। . . . . . থ
- ৪৩। আমি আমাৰ চিঠিপত্ৰ, বিল ও অন্যান্য কাগজ-পত্ৰ একটা নিৰ্দিষ্ট নিয়মে  
ফাইলে সাজিয়ে গুছিয়ে ৰাখতে পছন্দ কৰি। . . . . . ক  
যে সব সংঘটন ও দলেৰ সঙ্গে আমি জড়িত সেগুলিতে নেতৃত্ব দিতে আমি  
পছন্দ কৰি। . . . . . থ
- ৪৪। আমি লোকেদেৰ এমনসব প্ৰশ্ন কৰতে চাই যেনেগুলিৰ উত্তৰ দেবাৰ সাধ্য কাৰও  
নেই। . . . . . ক  
অন্যেবা তাদেৰ কাজকৰ্ম কি ভাবে কৰবে তাদেৰ আমি তা' বলে দিতে চাই। . . . . . থ
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- ৪৫। আমি দাম-দায়িত্ব ও বাধ্যবাধকতা এড়িয়ে চলতে পছন্দ কৰি। . . . . . ক  
তৰ্ক-বিতৰ্ক ও ঝগড়া-বিবাদ মিটমাট কৰাৰ জন্য অন্যেবা আমাকে ডাকুক -  
এটা আমি চাই। . . . . . থ

- ৪৬। আমি কোনো চাকুবীতে, পেশায় বা কোনো বিশেষীকৰণৰ ক্ষেত্ৰে একজন  
অত্যন্ত স্বীকৃত ব্যক্তি হওঁয়া পছন্দ কৰি। ... ক  
কোনো কাজ জগতসারে ভুল কৰলে নিজেকে আমাৰ অপবাদী বলে মনে হয়। ... থ
- ৪৭। আমি মহাপুৰুষদেব জীবনী পঢ়তে ভালবাসি। ... ক  
যদি এমন কোনো কাজ কৰি যা আমাৰ মতে ভুল তাৰ জন্য  
দোষ স্বীকাৰ কৰা উচিত বলে মনে কৰি। ... থ
- ৪৮। আমি যে কোন কাজ গ্ৰহণ কৰি না কেন, তা বেশ পৰিকল্পনা কৰে ও  
পুণ্ডানুপুণ্ডৰূপ গুছিয়ে কৰতে পছন্দ কৰি। ... ক  
কোন ব্যাপাবে ভুল হলে অন্যেৰ উপৰ দোষ না চাপিয়ে নিজেকে দোষাবোপ  
কবাই শ্ৰেয়ঃ মনে কৰি। ... থ
- ৪৯। আমি এমন সব শব্দ ব্যৱহাৰ কৰতে পছন্দ কৰি যেনুলিৰ মানে লোকেবা  
প্ৰায়শই জানে না। .... ক  
আমি অন্যেৰ তুলনায় প্ৰায় সব ব্যাপাবেই নিজেকে হীন বলে মনে কৰি। .... থ
- ৫০। কৰ্ত্তব্যভি-দেব আমি সমালোচনা কৰতে ভালবাসি। ... ক  
আমি যাদেবকে আমাৰ চেয়ে ভাল বলে মনে কৰিতাদেব সামনে নিজেকে  
নিবীহ বলে মনে হয়। ... থ
- ৫১। আমি যে কাজেই হাত দিই না কেন তা বেশ মন-প্ৰাণ দিয়ে কৰতে পছন্দ কৰি। — ক  
আমাৰ চেয়ে অপেক্ষাকৃত কম ভাগ্যবান লোকেদেব আমি সাহায্য কৰতে চাই। ... থ
- ৫২। আমি যে সব বিষয়ে আগ্ৰহী সে সব বিষয়ে মহাপুৰুষগণ কি ভেবেছেন  
তা খুঁজে দেখতে আমি পছন্দ কৰি। ... ক  
আমি আমাৰ বন্ধুদেব সঙ্গে সদয় ব্যৱহাৰ কৰা পছন্দ কৰি। .... থ
- ৫৩। শক্ত-কাজে হাত দেওয়াৰ আগে তা কি ভাবে কৰতে হবতাৰ পৰিকল্পনা  
আমি কৰে নিই। ... ক  
আমি আমাৰ বন্ধুবান্ধবদেব<sup>পুতি</sup>/কিছুটা পক্ষপাতিত্ব দেখানো পছন্দ কৰি। .... থ
- ৫৪। যে সব বোম্বাশ্বকৰ ও অদ্ভূত ঘটনা আমাৰ জীৱনে ঘটে গৈছে, সে সব আমি  
অন্যেৰ বলতে পছন্দ কৰি। ... ক  
আমাকে আমাৰ বন্ধুবা বিশ্বাস কৰুক ও তাৰেৰ সমস্যা এবং অসুবিধাৰ কথা  
বলুক — এটা আমি চাই। ... থ
- ৫৫। আমি কোনো বিষয়ে<sup>মা</sup> ভাবি তা প্ৰকাশ কৰতে পছন্দ কৰি। .... ক  
কোনো বন্ধু কোন সময় আমাকে কোন ব্যাপাবে আঘাত দিলে আমি তাকে  
ফৰা কৰতে পছন্দ কৰি। ... থ
- ৫৬। অন্যেবা যে ভাবে ক্ৰোধ, কৰে: তাৰে চেয়ে ভালভাবে আমি কাজ কৰতে পছন্দ কৰি। ক  
আমি নতুন ও অপরিচিত বৈশ্বাবায় খেতে ভালবাসি। .... থ
- ৫৭। আমি প্ৰচলিত নিয়ম মেনে চলতে পছন্দ কৰি এবং যে সমস্ত কৰ্ম কৰা আমাৰ  
পুৰুষদেব মতে বিধিসম্মত নহু সেসমস্ত কাজ কৰা আমি পছন্দ কৰি না। ... ক  
আমি নতুন নতুন ফ্যাশনেৰ পোষাক-বাস্যাক ও নতুন ধৰনেৰ আয়োদ উল্লেখে  
অংশ গ্ৰহণ কৰতে পছন্দ কৰি। ... থ

- ৫৮। যে কোন কাজ শুরু করার আগে আমি এটাকে গুছিয়ে ও পরিকল্পনামাফিক করতে পছন্দ করি। ... .. ক
- আমি খুব দ্রুত দেশটা দেখতে চাই। ... .. খ
- ৫৯। আমি যখন কোন জনসমাবেশে যাই তখন আমাকে সবাই দেখুক ও আমার চেহারা নিয়ে আলোচনা করুক — এটা আমি চাই। .... ক
- ঘুরে ঘুরে দেশের বিভিন্ন জায়গায় আমি বাস করতে চাই। .... খ
- ৬০। আমি কি করা না করবো তাতে অন্যদের মতামত নেওয়া পছন্দ করি না। .. ক
- আমি বিভিন্ন নতুন কাজ করতে চাই। ... .. খ
- ৬১। আমি এটা বেশ গুরুত্বপূর্ণ ভাবোডাবে করেছি — এটা বনতে চাই। .... ক
- যে কাজই হাত দিই না কেন তা কঠোর পরিশ্রম সহকারে করতে চাই। .... খ
- ৬২। যখন আমি যখন কখনো যে আমার বড়ো বেশ একটা ভাল কাজ করেছে তখন আমি তাঁদের সেটা বলে দিতে পছন্দ করি। ... .. ক
- আমি কাজে হাত দেওয়ার আগে যে কাজটা আমি শুরু করে দিয়েছি তা শেষ করা পছন্দ করি। ... .. খ
- ৬৩। যদি আমায় কোথাও ভ্রমণ করতে হয়, আমি আগে থেকেই সব কিছু পরিকল্পনা করে যেতে পছন্দ করি। ... .. ক
- কোন ধাঁধা বা সমস্যা সমাধান করতে না পারা পর্যন্ত আমি তাতে লেগে থাকি। ... .. খ
- ৬৪। আমি মাঝে মাঝে কাজে হাত দিই শুধু এটা দেখার জন্য যে কাজটার প্রভাব অন্যদের উপর কি বকয়। ... .. ক
- কোন কাজটি করে করতে হবে কিংবা কোনো সমস্যা কিভাবে সমাধান করতে হবে তাব কোন পথ খুঁজে না পেলেও আমি তাতে লেগে থাকি। .... খ
- ৬৫। যে সমস্ত কাজ করা অন্যদের মতে বিধিসম্মত নয় সে সমস্ত কাজ করা আমি পছন্দ করি। ... .. ক
- নির্বিঘ্নভাবে অনেকখানেক কাজ করা আমি পছন্দ করি। .... খ
- ৬৬। একটা দাগ কাটে এবকম বড় কিছু করা আমি পছন্দ করি। .... ক
- দেখে ভালো এমন সব মেয়েদের, ~~যাদের~~ <sup>স্বাধীন</sup> ~~যাদের~~ <sup>খোলা</sup> আমি পছন্দ করি। .... খ
- ৬৭। যাকে আমি প্রশংসা করি তাঁর প্রশংসা করতেও আমার ভাল লাগে। .... ক
- আমার চেহারা ও স্বাস্থ্য বেশ ভালো, ~~যাদের~~ <sup>মেয়েদের</sup> ~~যাদের~~ <sup>এইবকম</sup> মতামত পোষণ করুক — এটা আমি চাই। ... .. খ
- ৬৮। আমি আমার দেশের উপর দলকারী জিনিসগুলি আজিয়ে গুছিয়ে রাখতে ভালবাসি। ... .. ক
- ~~মেয়েদের সঙ্গে আমি প্রেম পড়তে পছন্দ করি। ... .. ক~~
- ৬৯। আমি আমার কীর্তিকলাপের কথা বলে বেড়াতে পছন্দ করি। .... ক
- যে সব হাসি-ঠাট্টায় যৌন আবেদনের প্রাধান্য সে সব হাসি-ঠাট্টার কথা বলতে ও শুনতে আমি ভালবাসি। ... .. খ

- ৭০। আমি আমারভাবে কাজ করা পছন্দ করি, এত অন্যেরা কি ভাবলো না  
ভাবলো তা নিয়ে মাথা ঘামানো পছন্দ করি না। ... ক
- যে সব বই ও নাটকে যৌন আবেদনের প্রাধান্য, সে সব বই ও  
নাটক পড়তে আমি ভালবাসি। ... খ
- ৭১। আমি উচ্চতরের উপন্যাস কিংবা নাটক লিখতে চাই। ... ক
- যে সব মতের সঙ্গে আমার মত মিলে না, সে সব মতের আমি  
আত্মসম্বরণ করতে পছন্দ করি। ... খ
- ৭২। যখন আমি দলে থাকি, দলের ভবিষ্যৎ কার্যসূচী নির্ণয়ে অন্য কেউ  
নেতৃত্ব দিক — এটা আমি চাই। ... ক
- কেউ সমালোচনার কাজ করলে, আমি তাকে জনসমক্ষে সমালোচনা  
করতে পছন্দ করি। ... খ
- ৭৩। আমি আমার জীবনটাকে এমনভাবে সুবিন্যস্ত করতে চাই যাতে আমার পরিকল্পনা-  
গুলির খুব একটা পরিবর্তন না ঘটিয়েই জীবনটাকে যত্নপূর্ণভাবে পরিচালনা  
করা যায়। ... ক
- আমি এত উত্তেজিত হয়ে পড়ি যে জিনিসপত্র হুঁড়ে ভেঙ্গে ফেলতে ইচ্ছে করে। ... খ
- ৭৪। আমি লোকদের এমনসব প্রণু করতে চাই যেন তাদের উত্তর দেবার সাধ্য  
কারণ নেই। ... ক
- কারণ সম্বন্ধে আমার কিংকম ধারণা তা তবে বলা আমি পছন্দ করি। ... খ
- ৭৫। আমি দায়-দায়িত্ব ও বাধ্যবাধকতা এড়িয়ে চলতে পছন্দ করি। ... ক
- যাবা বোকার মতো কাজ করে তাদের নিয়ে আমি হাসি-ঠাট্টা করতে  
ভালবাসি। ... খ
- ৭৬। আমি আমার বন্ধুবান্ধবদের অনুগত হতে চাই। ... ক
- আমি যে কাজেই হাত দিই না কেন তা' ঘন-পাণ দিয়ে করাটা পছন্দ করি। ... খ
- ৭৭। একটা নির্দিষ্ট পরিস্থিতিতে অন্য কোন ব্যক্তি কি বকম বোধ করে তা'  
পর্যবেক্ষণ করতে আমি ভালবাসি। ... ক
- আমি একটা বেশ দক্ষ কাজ ভালোভাবে করেছি — এটা বলতে চাই। ... খ
- ৭৮। যখন আমি ব্যর্থতার সম্মুখীন হই, আমার বন্ধুবা আমাকে উৎসাহ দিক —  
এটা আমি চাই। ... ক
- ৭৯। যে সমস্ত কাজে আমি হাত দিই সেগুলিতে আমল্য অর্জন করতে চাই। ... খ
- ৮০। যে সব সংস্কৃতি ও দলের সঙ্গে আমি জড়িত সেগুলিতে নেতৃত্ব দিতে আমি  
পছন্দ করি। ... ক
- অন্যেরা যেভাবে কাজ করে তার চেয়ে ভালোভাবে আমি কাজ করতে পছন্দ করি। ... খ
- ৮০। কোন ব্যাপারে ভুল হ'লে অন্যের উপর দোষ না চাপিয়ে নিজেকে দোষাবোপ  
করাই শ্রেয় মনে করি। ... ক
- অন্যেরা সমাধান করতে হিমসিম খেয়ে যায় এমন সমস্যা ও ধাঁধার সমাধান  
করতে পছন্দ করি। ... খ
- ৮১। আমি আমার বন্ধুবান্ধবদের অন্য কাজ করতে চাই। ... ক
- কোন কিছু পরিকল্পনা করার সবসময় আমি তাদের সম্মত গ্রহণ করি যাদের  
মতামতের উপর আমার মনোনিবেশ আছে। ... খ

- ৮২। আমি নিজেকে অন্য কারও পরিস্থিতিতে ফেলে সেখানে কি বকম বোধ  
করতাম তা কল্পনা করা পছন্দ কবি। ... ক  
যখন আমি মনে কবি যে আমার বড়বা বেশ একটা ভাল কাজ করেছে  
তখন আমি তাঁদের সেটা বলে দিতে পছন্দ কবি। ... থ.
- ৮৩। আমি সমস্যার সম্মুখীন হলে আমার বন্ধুবা আমার প্রতি সহানুভূতিশীল  
হউক ও আমাকে বুঝতে চেষ্টা করুক - এটা আমি চাই। ... ক  
যে সব লোকদের আমি শ্রদ্ধা কবি তাঁদের নেতৃত্ব মেনে নেওয়া আমি পছন্দ কবি। থ
- ৮৪। যখন কোন কমিটিতে আমি কাজ কবি, আমাকে কমিটির চেয়ারম্যান হিসাবে  
নিযুক্ত বা নির্বাচন করা হউক - এটা আমি চাই। ... ক  
যখন আমি দলে থাকি, দলের ভবিষ্যৎ কার্যসূচী নির্ণয়ে আমি ছাড়া অন্য  
কেউ নেতৃত্ব দিক - এটা আমি চাই। ... থ
- ৮৫। কোন কাজে ভুল করলে তার জন্য আমার শাস্তি পাওয়া উচিত বলে মনে কবি। ক  
আমি প্রচলিত নিয়ম মেনে চলতে পছন্দ কবি এবং যে সমস্ত কাজ করা আমার  
পূর্বজনদের মতে বিধিসম্মত নয় সে সমস্ত কাজ করা আমি পছন্দ কবি না। থ
- ৮৬। আমার নিজস্ব কোন কিছুই অংশ দিয়েও আমি বন্ধুবা-খবের সাথে  
মিলেমিশে চলা পছন্দ কবি। ... ক  
শক্ত কাজে হাত দেওয়ার আগে তা কি ভাবে করতে হবে তার পরিকল্পনা  
আমি করে নিই। ... থ
- ৮৭। বিভিন্ন সমস্যার সম্মুখীন হলে আমার বন্ধুবা কি বকম বোধ কবে  
তা আমি বুঝতে চাই। ... ক  
যদি আমার কোথাও ভ্রমণ করতে হয়, আমি আগে থেকেই সব কিছু  
পরিকল্পনা করে যেতে পছন্দ কবি। ... থ
- ৮৮। আমার বন্ধুবা আমার প্রতি সদয় হউক - এটা আমি চাই। ... ক  
যে কোন কাজ শুরু করার আগে আমি এটাকে গুছিয়ে ও পরিকল্পনামাফিক  
করতে পছন্দ কবি। ... থ
- ৮৯। অন্যেরা আমাকে নেতা বলে মানুক - এটা আমি চাই। ... ক  
আমি আমার চিঠিপত্র, বিল অন্যান্য কাগজ-পত্র একটা নির্দিষ্ট নিয়মে  
ফাইলে সাজিয়ে গুছিয়ে রাখতে পছন্দ কবি। ... থ
- ৯০। যে দুঃখ-কষ্ট আমাকে ভোগ করতে হয়েছে তা হৃতির চেয়ে আমার মস্তনই  
করেছে বেশী। ... ক  
আমি আমার জীবনটাকে এমনভাবে সুবিন্যস্ত করতে চাই যাতে আমার  
পরিকল্পনাগুলির খুব একটা পরিবর্তন না ঘটিয়েই জীবনটাকে যত্নসহকারে  
পরিচালনা করা যায়। ... থ
- ৯১। আমি আমার বন্ধুদের সঙ্গে নিবিড় সম্পর্ক বজায় রাখতে ভালবাসি। ... ক  
আমি এমনসব জিনিসের কথা বলতে চাই, যে গুলিতে বিচক্ষণতা ও চাতুর্যের  
ছাপ আছে। ... থ
- ৯২। আমি আমার বন্ধুদের ব্যক্তি-ত্ব সম্পর্কে ভাবতে পছন্দ কবি এবং তাদের ব্যক্তি-ত্ব  
কেন এমন হোল তার কারণ নির্ণয় করতে চেষ্টা কবি। ... ক  
আমি মাঝে মাঝে কাজে হাত দিই শুধু এটা দেখবার জন্য যে কাজটার প্রভাব  
অন্যদের উপর কি বকম। ... থ
- ৯৩। আমি যখন আহত বা অসুস্থ, তখন আমার বন্ধুবা-খবরা উৎসাহভাবে আমাকে  
দবদ ভালবাসা দেখান - এটা আমি পছন্দ কবি। ... ক  
আমি আমার কীর্তিকলাপের কথা বলে বেড়াতে ভালোবাসি। ... থ

- ১৪। অন্যেরা তাদের কাজকর্ম কিভাবে করবে তাদের আমি তা' বলে দিতে চাই। ... ক  
আমি যখন দলে থাকি, সবাই আমার প্রতি দৃষ্টি দিক - এটা আমি চাই। ... খ
- ১৫। আমি যাদেরকে আমার চেয়ে ভাল বলে মনে করি তাদের সামনে নিজেকে  
নিবীহ বলে মনে হয়। ... ক  
আমি এমন সব শব্দ ব্যবহার করতে পছন্দ করি যেনগুলির যানে  
লোকেবা প্রায়শঃই জানে না। ... খ
- ১৬। একা কাজ করার চেয়ে বন্ধু-বান্ধবদের সঙ্গে মিলেমিশে কাজ করতে বেশী  
পছন্দ করি। ... ক  
আমি কোনো বিষয়ে যা ভাবি, তা প্রকাশ করতে পছন্দ করি। ... খ
- ১৭। আমি অন্যদের আচরণ বুঝতে ও বিশ্লেষণ করতে ভালোবাসি। ... ক  
যে সমস্ত কাজ করা অন্যদের যতে বিধিসম্মত নয় সে সমস্ত কাজ করা  
আমি পছন্দ করি। ... খ
- ১৮। আমার যখন অসুখ হবে, আমার বন্ধুরা আমার জন্য দুঃখ অনুভব করুক -  
এটা আমি চাই। ... ক  
যে সব পরিস্থিতিতে গতানুগতিকভাবে আমি কাজ করি এটা সবাই প্রত্যাশা  
করে সে সব পরিস্থিতি আমি বর্জন করতে পছন্দ করি। ... খ
- ১৯। অন্য ক্লাসও কাজকর্ম তদারকী ও পরিচালনা করার সুযোগ পেলেই  
আমি তা করে থাকি। ... ক  
আমি আমারভাবে কাজ করা পছন্দ করি, এতে অন্যেরা কি ভাবলো  
না ভাবলো তা নিয়ে মাথা ঘামানো পছন্দ করি না। ... খ
- ১০০। আমি অন্যদের তুলনায় প্রায় সব ব্যাপারেই নিজেকে হীন বলে মনে করি। ... ক  
আমি দাম্-দায়িত্ব ও বাধ্যবাধকতা এড়িয়ে চলতে পছন্দ করি। ... খ
- ১০১। যে সমস্ত কাজে আমি হাত দিই সেগুলিতে সাফল্য অর্জন করতে চাই। ... ক  
আমি নতুন নতুন বস্তু করতে ভালোবাসি। ... খ
- ১০২। আমি আমার উদ্দেশ্য ও অনুভূতিগুলিকে বিশ্লেষণ করতে ভালোবাসি। ... ক  
বস্তু করার সুযোগ পেলেই আমি তা করে ফেলি। ... খ
- ১০৩। (আমি) কোনো সমস্যার সম্মুখীন হলে আমার বন্ধুরা আমাকে সাহায্য  
করুক - এটা আমি চাই। ... ক  
আমি আমার বন্ধু-বান্ধবদের জন্য কাজ করতে চাই। ... খ
- ১০৪। কেউ আমার মতামতের সমালোচনা করলে আমি আমার মতামতের অপক্ষে  
যুক্তি দেখানো পছন্দ করি। ... ক  
আমি আমাদের বন্ধুদের চিঠি লিখতে পছন্দ করি। ... খ
- ১০৫। কোনো কাজ জগতসারের তুলনায় নিজেকে আমার অপরাধী বলে মনে হয়। ... ক  
আমি আমার বন্ধুদের সঙ্গে নিবিড় সম্পর্ক বজায় রাখতে ভালোবাসি। ... খ
- ১০৬। আমি আমার বন্ধু-বান্ধবের সঙ্গে সব কিছুব অংশীদার হই - এটা পছন্দ করি। ... ক  
আমি আমার উদ্দেশ্য ও অনুভূতিগুলিকে বিশ্লেষণ করতে ভালোবাসি। ... খ
- ১০৭। যে সব লোকেদের আমি শ্রদ্ধা করি তাদের নেতৃত্ব মেনে নেওয়া আমি  
পছন্দ করি। ... ক  
বিভিন্ন সমস্যার সম্মুখীন হলে আমার বন্ধুরা কি রকম বোধ করে,  
তা আমি বুঝতে চাই। ... খ

- ১০৬। আমার বন্ধুবা আমার জন্য ছোট ছোট অনুগ্রহের কাজ করুক - এটা আমি চাই।  
কেউ আসলে কি করলো বা না করলো সেটা দিয়ে নয়, সে কেন কোনকিছু করতে  
চায় তা' দিয়েই তার বিচার করা পছন্দ কবি। ... ক  
থ
- ১০৭। যখন দলবন্ধ অবস্থায় থাকি, দলের ভবিষ্যত কর্মসূচী নির্ণয় করতে পছন্দ কবি।  
বিভিন্ন পরিস্থিতিতে আমার বন্ধুদেরকে কি ভাবে কাজ করবে তা আগে থেকেই  
বোঝার চেষ্টা কবি। ... ক  
থ
- ১০৮। সংঘর্ষের মধ্য দিয়ে নিজেকে প্রতিষ্ঠিত করা অপেক্ষা কোন অবশ্যে বশ্যতা স্বীকার  
করে বা এড়িয়ে গিয়ে আমি অপেক্ষাকৃত ভাল বোধ কবি। ... ক  
থ
- ১০৯। আমি অন্যদের অনুভূতি ও উদ্দেশ্য বিশ্লেষণ করতে পছন্দ কবি। ... ক  
থ
- ১১০। আমি নতুন নতুন বন্ধুত্ব করতে ভালোবাসি। ... ক  
(আমি) কোনো সমস্যার সম্মুখীন হলে আমার বন্ধুবা আমাকে সাহায্য  
করুক - এটা আমি চাই। ... ক  
থ
- ১১১। কেউ আসলে কি করলো বা না করলো সেটা দিয়ে নয়, সে কেন কোনকিছু করতে  
চায় তা' দিয়েই তার বিচার করা পছন্দ কবি। ... ক  
আমার বন্ধুবা আমার প্রতি খুব ভালবাসা দেখাক - এটা আমি চাই। ... ক  
থ
- ১১২। আমি আমার জীবনটাকে এমনভাবে সুবিন্যস্ত করতে চাই যাতে আমার  
পরিবর্তনগুলির খুব একটা পরিবর্তন না ঘটিয়েই জীবনটাকে যত্নভরে  
পরিচালনা করা যায়। ... ক  
আমার যখন অসুখ হবে, আমার বন্ধুবা আমার জন্য দুঃখ  
অনুভব করুক - এটা আমি চাই। ... ক  
থ
- ১১৩। তর্ক-বিতর্ক ও ঝগড়া-বিবাদ ঘিটঘাট করার জন্য অন্যেরা আমাকে ডাকুক -  
এটা আমি চাই। ... ক  
আমার বন্ধুবা আমার জন্য ছোট ছোট অনুগ্রহের কাজ করুক - এটা আমি চাই। ... ক  
থ
- ১১৪। যদি এমন কোনো কাজ কবি যা আমার মতে ভাল তার জন্যে দোষ স্বীকার  
করা উচিত মনে কবি। ... ক  
যখন আমার মন-মেজাজ খারাপ থাকে, আমার বন্ধুবা আমার প্রতি  
সহানুভূতি দেখাক ও আমাকে উৎফুল্ল করার চেষ্টা করুক - এটা আমি চাই। ... ক  
থ
- ১১৫। একা কাজ করার চেয়ে বন্ধুবান্ধবদের সঙ্গে মিলেমিশে কাজ করতে বেশী  
পছন্দ কবি। ... ক  
কেউ আমার মতামতের সমালোচনা করলে আমি আমার মতামতের অপক্ষে যুক্তি-  
দেখানো পছন্দ কবি। ... ক  
থ
- ১১৬। আমি আমার বন্ধুদের ব্যক্তি-ত্ব সম্পর্কে ভাবতে পছন্দ কবি এবং তাদের  
ব্যক্তি-ত্ব কেন এমন হোল তার কারণ নির্ণয় করতে চেষ্টা কবি। ... ক  
আমি যা করতে চাই তা' যাতে অন্যেরা কবে তার জন্য তাদেরকে  
খোশামোদ করে প্রভাবিত করতে চাই। ... ক  
থ
- ১১৭। যখন আমার মন-মেজাজ খারাপ থাকে, আমার বন্ধুবা আমার প্রতি সহানুভূতি  
দেখাক ও আমাকে উৎফুল্ল করার চেষ্টা করুক - এটা আমি চাই। ... ক  
যখন দলবন্ধ অবস্থায় থাকি, দলের ভবিষ্যত কর্মসূচী নির্ণয় করতে  
পছন্দ কবি। ... ক  
থ
- ১১৮। আমি এমনসব প্রশ্ন করতে চাই যেনগুলির উত্তর দেবার সাধ্য কারও নেই। ... ক  
অন্যেরা তাদের কাজকর্ম কিভাবে করবে তাদের আমি তা বলে দিতে চাই। ... ক  
থ

- ১২০। আমি যাদেরকে আমার চেয়ে ভাল বলে মনে করি তাদের সামনে নিজেকে নিবীহ বলে মনে হয়। ... ক  
আমি তা কবে থাকি। ... থ
- ১২১। যে সব দলের সভ্যগণ পবঙ্গের পবঙ্গের প্রতি বন্ধুভাবাপন্ন, সে সব দলের কার্যসূচীতে আমি অংশ গ্রহণ করতে পছন্দ করি। ... ক  
কোনো কাজ জগতসংগে তুলে কনলে নিজেকে আমার অপরাধী বলে মনে হয়। ... থ
- ১২২। আমি অন্যদের অনুভূতি ও উদ্দেশ্য বিশ্লেষণ করতে পছন্দ করি। ... ক  
বিভিন্ন পরিস্থিতি মোকাবেলা করার ক্ষমতা নেই বলে নিজেকে আমার মনমরা বলে মনে হয়। ... থ
- ১২৩। আমার যখন অসুখ হবে আমার বন্ধুবা আমার জন্য দুঃখ অনুভব করুক - এটা আমি পছন্দ করি। ... ক  
অসুখের যথ্য দিয়ে নিজেকে প্রতিষ্ঠিত করা অপেক্ষা কোন অসুখের বশ্যতা স্বীকার করে বা এড়িয়ে গিয়ে আমি অপেক্ষাকৃত ভাল বোধ করি। ... থ
- ১২৪। আমি যা করতে চাই তা' যাতে অন্যেরা কবে তার জন্য তাদেরকে খোশামোদ করে প্রভাবিত করতে চাই। ... ক  
বিভিন্ন পরিস্থিতি মোকাবেলা করার ক্ষমতা নেই বলে নিজেকে আমার মনমরা বলে বোধ হয়। ... থ
- ১২৫। কর্তব্যবুদ্ধির আমি সমালোচনা করতে ভালোবাসি। ... ক  
আমি যাদেরকে আমার চেয়ে ভাল বলে মনে করি তাদের সামনে নিজেকে নিবীহ বলে মনে হয়। ... থ
- ১২৬। যে সব দলের সভ্যগণ পবঙ্গের পবঙ্গের প্রতি বন্ধুভাবাপন্ন, সে সব দলের কার্যসূচীতে আমি অংশ গ্রহণ করতে পছন্দ করি। ... ক  
বন্ধুবা অসুবিধায় পড়লে আমি তাদেরকে সাহায্য করতে পছন্দ করি। ... থ
- ১২৭। আমি আমার নিজের উদ্দেশ্য ও অনুভূতিগুলিকে বিশ্লেষণ করা পছন্দ করি। ... ক  
বন্ধুদের অসুখ করলে অথবা তারা কোনো ব্যাপারে মনে কষ্ট পেলে আমি তাদের প্রতি সহানুভূতি দেখাতে ভালোবাসি। ... থ
- ১২৮। আমি কোন সমস্যার সম্মুখীন হ'লে আমার বন্ধুবা আমাকে সাহায্য করুক - এটা আমি চাই। ... ক  
আমি অন্যদের প্রতি সদয় ও সহানুভূতিশীল হতে চাই। ... থ
- ১২৯। যে সব অগণ্টম ও দলের সঙ্গে আমি জড়িত সে গুলিতে নেতৃত্ব দিতে আমি পছন্দ করি। ... ক  
বন্ধুদের অসুখ করলে অথবা কোনো ব্যাপারে তারা মনে কষ্ট পেলে আমি তাদের প্রতি সহানুভূতি দেখাতে ভালোবাসি। ... থ
- ১৩০। যে দুঃখ-কষ্ট আমাকে ভোগ করতে হয়েছে তা দূরিত্ব চেয়ে আমার মননই করেছে বেশী। ... ক  
আমি আমার বন্ধুদের প্রতি যথেষ্ট ভালোবাসা দেখাতে চাই। ... থ
- ১৩১। একা কাজ করার চেয়ে বন্ধুবা-খবদের সঙ্গে মিলেমিশে কাজ করতে বেশী পছন্দ করি। ... ক  
আমি পরীক্ষা-নিরীক্ষা করতে ও নতুন নতুন কাজ করতে পছন্দ করি। ... থ
- ১৩২। আমি আমার বন্ধুদের ব্যক্তি-ত্ব সম্পর্কে ভাবতে পছন্দ করি এবং তাদের ব্যক্তি-ত্ব কেন এমন হোল তার কারণ নির্ণয় করতে চেষ্টা করি। ... ক  
একই ধরনের পুরনো কাজ গতানুগতিক ভাবে চালিয়ে যাওয়ার চেয়ে বরং আমি নতুন নতুন কাজে হাত দিতে বেশী পছন্দ করি। ... থ

১৩৩।	আমি সময়সায় পড়লে আমায় বন্ধু বা আমাকে বুঝতে চেষ্টা কৰুক ও আমাৰ প্ৰতি সহানুভূতিসম্পন্ন হউক - এটা আমি চাই।	...	...	ক
	আমি নতুন নতুন লোকেৰ সঙ্গে মিশতে চাই।	...	...	খ
১৩৪।	কেউ আমাৰ যত্নতৰ সমালোচনা কৰলে আমি আমাৰ যত্নতৰ অপক্ষে যুক্তি দেখানো পছন্দ কৰি।	...	...	ক
	আমাৰ দৈনন্দিন বোজ-নামচায় বা আমাৰ বোজকাৰ বুটিনে কিছু নতুনত্ব ও পৰিবৰ্তন আনুক - এটা আমি চাই।	...	...	খ
১৩৫।	সংঘৰ্ষৰ যথ্য দিমে নিজেকে প্ৰাণাশ্ৰিত কৰা অপেক্ষা কোন সংঘৰ্ষে বশ্যতা স্বীকাৰ কৰে বা এড়িয়ে গিয়ে আমি অপেক্ষাকৃত ভাল বোধ কৰি।	...	...	ক
	ঘূৰে ঘূৰে দেশেৰ বিভিন্ন জায়গায় আমি বাস কৰতে চাই।	...	...	খ
১৩৬।	আমি আমাৰ বন্ধুদেৰ জন্য কাজ কৰতে চাই।	...	...	ক
	আমাৰ কৰণীয় কাজে যখন আমি হাত দিই তা শেষ না হওয়া পৰ্যন্ত কাজ কৰে যাই।	...	...	খ
১৩৭।	আমি অন্যদেৰ অনুভূতি ও উদ্দেশ্য বিশ্লেষণ কৰতে পছন্দ কৰি।	...	...	ক
	কাজেৰ সময় কোন বাধা আনুক - এটা আমি চাই না।	...	...	খ
১৩৮।	আমাৰ বন্ধু বা আমাৰ জন্য ছোট ছোট অনুগ্ৰহেৰ কাজ কৰুক - এটা আমি চাই।	...	...	ক
	কোনো কাজ যাতে শেষ হয় তাৰ জন্য আমি নিৰ্দিষ্ট সময়সীমাৰ পৰেও কাজ লেগে থাকতে পছন্দ কৰি।	...	...	খ
১৩৯।	আনোঁ বা আমাকে নেতা বলে মানুক - এটা আমি চাই।	...	...	ক
	নিৰ্বিঘ্নভাবে এনেদৰেৰে কাজ কৰা আমি পছন্দ কৰি।	...	...	খ
১৪০।	কোন কাজে ভুল কৰলে তাৰ জন্য আমাৰ শাস্তি পাওয়া উচিত বলে মনে কৰি।	...	...	ক
	কোন কাজ কি ভাবে কৰতে হবে কিংবা কোন সময় কি ভাবে সমাধান কৰতে হবে তাৰ কোন পথ খুঁজে না পেলোও আমি তাতে লেগে থাকি।	...	...	খ
১৪১।	আমি আমাৰ বন্ধুদেৰ অনুগত হতে চাই।	...	...	ক
	দেখতে ভালো এমন সব মেয়েদেৰ সঙ্গে আমি ঘূৰে বেড়াতে ভালোবাসি।	...	...	খ
১৪২।	বিভিন্ন পৰিস্থিতিতে আমাৰ বন্ধুদেৰ কে কি ভাবে কাজ কৰবে তা আগে থেকেই বোঝাৰ চেষ্টা কৰি।	...	...	ক
	যৌন আলোচনায় অংশ গ্ৰহণ কৰতে আমি পছন্দ কৰি।	...	...	খ
১৪৩।	আমাৰ বন্ধু বা আমাৰ প্ৰতি খুব ভালোবাসা দেখাক- এটা আমি চাই।	...	...	ক
	আমি যৌন উত্তেজনা অনুভব কৰতে ভালোবাসি।	...	...	খ
১৪৪।	যখন দলবদ্ধ অবস্থায় থাকি, দলেৰ ভবিষ্যত কাৰ্যসূচী নিৰ্ণয় কৰতে পছন্দ কৰি।	...	...	ক
	মেয়েদেৰ সঙ্গে সামাজিক কাৰ্য্যকৰ্ষে অংশ গ্ৰহণ কৰতে আমি পছন্দ কৰি।	...	...	খ
১৪৫।	বিভিন্ন পৰিস্থিতি মোকাবেলা কৰাৰ ক্ষমতা নেই বলে নিজেকে আমাৰ মন-মৰা বলে বোধ হয়।	...	...	ক
	যে সব বই ও উপন্যাসে যৌন আবেদনেৰ প্ৰাধান্য, সে সব বই ও উপন্যাস পড়তে আমি পছন্দ কৰি।	...	...	খ

১৪৬।	আমি আমার বন্ধুদের চিঠি লিখতে পছন্দ করি। ...	...	ক
	আমি খবরের কাগজে হত্যা ও অন্যান্য হিংসাত্মক ঘটনার বিবরণ পড়তে ভালোবাসি। ...	....	খ
১৪৭।	বিভিন্ন পরিস্থিতিতে আমার বন্ধুদের কে কি ভাবে কাজ করবে তার আগে থেকেই বোঝার চেষ্টা করি। ...	...	ক
	যে সব যত্নের সঙ্গে আমার যত মেলে না, সে সব যত্নের আমি আশ্রয়ন করতে পছন্দ করি। ...	...	খ
১৪৮।	আমি শাঘাত পেয়েছি বা অসুস্থ হয়েছি এমন অবস্থায় আমার বন্ধু বা উৎসাহভরে খুব দরদ ভালোবাসা দেখার, এটা আমি পছন্দ করি। ...	...	ক
	কোনো কাজে ভুল হলে তার জন্য আমি অন্যদের দোষাবোপ করতে চাই। ...	...	খ
১৪৯।	অন্যরা তাদের কাজকর্ম কি ভাবে করবে তা আমি তাদের বলে দিতে চাই। ...	...	ক
	কেউ আমায় প্রশংসা করলে আমি তার প্রতিশোধ নেওয়া পছন্দ করি। ...	...	খ
১৫০।	আমি অন্যদের তুলনায় প্রায় সব ব্যাপারেই নিজেকে হীন বলে মনে করি। ...	...	ক
	আমার মখন কাঁধে সাথে যত্নের অমিল হয়, তখন সে কিছু বলুক, এটা আমি চাই না। ...	...	খ
১৫১।	বন্ধু বা সঙ্গী আমায় পড়লে আমি তাদেরকে সাহায্য করতে পছন্দ করি। ...	...	ক
	আমি যে কাজেই হাত দিই না কেন তা বেশ মনোপ্রাণ দিয়ে করতে পছন্দ করি। ...	...	খ
১৫২।	আমি ঘুরে ঘুরে দেশটাকে দেখতে চাই। ...	...	ক
	যে সব কাজে অন্যদের যত্নে যথেষ্ট দক্ষতা ও চেষ্টার দরকার হয়, সে সব কাজ করতে আমি পছন্দ করি। ...	...	খ
১৫৩।	যে কাজেই আমি হাত দিই না কেন তা কঠোর পরিশ্রমের সঙ্গে করতে চাই। ...	...	ক
	একটা দাগ বাটে এককম বড় কিছু করা আমি পছন্দ করি। ...	...	খ
১৫৪।	দেখতে ভালো এমনসব ...	...	ক
	ভালোবাসি। ...	...	খ
	যে সময় কাজে আমি হাত দিই সেগুলিতে সাফল্য অর্জন করতে চাই। ...	...	খ
১৫৫।	আমি খবরের কাগজে হত্যা ও অন্যান্য হিংসাত্মক ঘটনা পড়তে ভালোবাসি। ...	...	ক
	আমি উচ্চতর উপন্যাস কিংবা নাটক লিখতে চাই। ...	...	খ
১৫৬।	আমি আমার বন্ধুদের ছোট ছোট অনুগ্রহের কাজ করতে চাই। ...	...	ক
	কোন কিছুর পরিকল্পনা করার সময় আমি তাদের মতামত গ্রহণ করি। ...	...	খ
	যাদের মতামতের উপর আমার যথেষ্ট আস্থা আছে। ...	...	খ
১৫৭।	আমার দৈনন্দিন বোজা নামচায় বা আমার বোজার বুটিনে কিছু নুতনত্ব ও পরিবর্তন আনুক - এটা আমি চাই। ...	...	ক
	যখন আমি মনে করি যে আমার বড় বা বেশ একটা ভাল কাজ করেছে তখন আমি তাদের মোটা বলে দিতে পছন্দ করি। ...	...	খ
১৫৮।	কোনো কাজ যাতে শেষ হয় তার জন্য আমি নির্দিষ্ট সময়সীমার পবেও কাজে লেগে থাকতে পছন্দ করি। ...	...	ক
	যাঁকে আমি প্রত্যাখ্যান করি তাঁর প্রত্যাশা করতেও আমার ভাল লাগে। ...	...	খ
১৫৯।	আমি যৌন উত্তেজনা অনুভব করার ভালোবাসি। ...	...	ক
	যে সব লোকের আমি প্রত্যাখ্যান করি তাঁদের নেতৃত্ব মেনে নেওয়া আমি পছন্দ করি। ...	...	খ

- ১৬০। কেউ আমাকে অপমান করলে তার প্রতিশোধ নিতে আমি পছন্দ করি। ... ক  
যখন আমি দলে থাকি, দলে ভবিষ্যত কার্যসূচী নির্ণয়ে আমি ছাড়া অন্য  
কেউ নেতৃত্ব দিবে — এটা আমি চাই। ... থ
- ১৬১। আমি আমার বন্ধুদের প্রাণ সদয় হতে চাই। ... ক  
শক্ত কাজে হাত দেওয়ার আগে তা কি ভাবে করতে হবে তার পরিকল্পনা  
আমি করে দিই। ... থ
- ১৬২। আমি নতুন নতুন লোকের সঙ্গে মিশতে চাই। ... ক  
কোন লেখার কাজে হাত দিলে আমি তা সংকিতাকারে পরিচ্ছন্নভাবে  
গুছিয়ে করি। ... থ
- ১৬৩। আমি যে বাজই খুলে করি না কেন তা শেষ করতে পছন্দ করি। ... ক  
আমি আমার ডেস্কের উপর দরকারী জিনিসগুলি সাজিয়ে গুছিয়ে  
রাখতে ভালবাসি। ... থ
- ১৬৪। আমার চেহারা ও আশ্রয় বেশ ভালো, কিন্তু আমার মনোভাব এইরকম  
মতামত পোষণ করুক — এটা আমি চাই। ... ক  
আমি যে কোন কাজ গ্রহণ করি না কেন, তা বেশ পরিকল্পনা করে  
ও পুঙ্খানুপুঙ্খরূপে গুছিয়ে করতে পছন্দ করি। ... থ
- ১৬৫। কারও সম্বন্ধে আমার কি বকম ধারণা তা' তাকে বলা আমি পছন্দ করি। ... ক  
আমি সাজিয়ে গুছিয়ে তা যথানির্দিষ্ট সময়ে খেতে পছন্দ করি। ... থ
- ১৬৬। আমি আমার বন্ধুদের প্রতি যথেষ্ট ভালোবাসা দেখাতে চাই। ... ক  
আমি এমনসব জিনিসের কথা বলতে চাই যেনগুলিতে কৌতুক ও চাতুর্যের  
ছাপ আছে। ... থ
- ১৬৭। একই ধরনের পুথানো কাজ করে যাওয়া থেকে আমি নতুন নতুন বিভিন্ন  
ধরনের কাজে চেষ্টা চালিয়ে যেতে পছন্দ করি। ... ক  
আমাদের উপর কি বকম প্রভাব ফেলছে এটা দেখার জন্যেই শুল্ল  
আমি ঘরে ঘরে অনেক কাজ করে দেখতে পছন্দ করি। .... থ
- ১৬৮। কোন কাজে বা সমস্যার সমাধানে আমি যদি বুঝিও যে ঠিক পথে  
উঠছি না, তবু তাতে লেনে থাকা আমি পছন্দ করি। ... ক  
আমি যখন কোন জন-সমাবেশে যাই, তখন আমাকে সবাই দেখুক  
ও আমার চেহারা নিয়ে আলোচনা করুক — এটা আমি চাই। ... থ
- ১৬৯। আমি এমনসব নাটক ও বই পড়তে পছন্দ করি, যাতে যৌন বিষয়ের  
বেশ একটি বড় ভূমিকা আছে। ... ক  
আমার পছন্দমত না হ'লে আমার কিছু ভুল হলে, অন্যকে কেবল  
দোষারোপ করতে ইচ্ছা করে। ... থ
- ১৭০। আমার কোন ভুল হলে অপরের ভুলের জন্যেই এরকম হয়েছে, এটা ভাবতে ভাল  
লাগে। ... ক  
আমার এমনসব প্রশ্ন করতে ইচ্ছা করে যেনগুলো আমি জানি যে কেউ উত্তর দিতে  
১৭১। আমার বন্ধু-বান্ধবের কোন ক্ষতি বা অসুস্থতায় আমি তাদের প্রতি পারবে না। ... থ  
সহানুভূতি জানাতে ভালবাসি। ... ক  
আমি কোন কিছু সম্বন্ধে যা মনে ভাবি তা মুখে বলে ফেলতেও ভালবাসি। .. থ
- ১৭২। নতুন ও অভিনব ভোজনমলে বা খাবারের দোকানে আমি খেতে ভালবাসি। ... ক  
অন্যরা যা অসদাচরণিক বলে মনে করে এমন কাজ করা আমি পছন্দ করি। ... থ

১৭৩।	আমি একটা কাজ ধরে তা সম্পূর্ণ শেষ করে, অন্য আর একটা কাজ আরম্ভ করা পছন্দ করি।	...	...	...	ক
	আমি কি করবো না করবো তা ঠিক করার জন্য সম্পূর্ণ সুশীলতা পছন্দ করি।				খ
১৭৪।	যৌন বিষয়ক কোন আলোচনা হলে তা আমি শোনা পছন্দ করি।	...			ক
	অন্যকে কে কি ভাবছে তার তথ্যকে না করে আমি আমার নিজের মত করে কোন কিছু করা পছন্দ করি।	...	...	...	খ
১৭৫।	এমন প্রচণ্ড বাগ হয যে কাছের জিনিষপত্র ভেঙ্গে চুরমার করে ফেলতে ইচ্ছা করে।	...	...	...	ক
	আমি দায়িত্ব ও বাধ্যবাধকতা এড়িয়ে চলা পছন্দ করি।	...			খ
১৭৬।	আমার বন্ধুরা অসুবিধায় পড়লে আমি তাদের সাহায্য করা পছন্দ করি।	...			ক
	আমি আমার বন্ধুদের প্রতি বিশৃঙ্খল হয়ে থাকতে পছন্দ করি।	...			খ
১৭৭।	আমি নতুন ধরনের ভিন্ন ভিন্ন কাজ করতে পছন্দ করি।	...			ক
	আমি নতুন নতুন বন্ধুত্ব স্থাপন করতে ভালবাসি।	...	...	...	খ
১৭৮।	আমার মতন কিছু করার থাকে, তখন তা ঠিক ঠিক ভাবে আরম্ভ করা এবং যতদূর না তা শেষ হচ্ছে তাতে লেগে থাকা আমি পছন্দ করি।	...			ক
	আমি সেই দলে মিশতে চাই, যে দলের সভ্যরা খুব আন্তরিক ও পরস্পরের প্রতি বন্ধুভাবাপন্ন।	...	...	...	খ
১৭৯।	বেশ আকর্ষণীয় মেয়েদের সাথে মেলায়েশা করতে আমার খুব পছন্দ।	...			ক
	আমি আমার পক্ষে যতটা সম্ভব অন্যের সাথে বন্ধুত্ব করতে ভালবাসি।	...			খ
১৮০।	আমার সাথে ঘেলে না এমন সব মতামতকে আমার আক্রমণ করতে ভাল লাগে।	...	...	...	ক
	আমি আমার বন্ধুদের চিঠিপত্র লিখতে ভালবাসি।	...	...	...	খ
১৮১।	আমি আমার বন্ধুবান্ধবের সাথে উদারভাবে দড়াজহাতে চলতে পছন্দ করি।	...			ক
	একটা বিশেষ অবস্থায় এর একজন ব্যক্তি-কী ভাবে ভাবছে, সেটা বিশেষভাবে অনুধাবন করা আমি পছন্দ করি।	...	...	...	খ
১৮২।	নতুন নতুন ও অভিনব সব ভোজনাগারে বা খাবারের দোকানে আমি যেতে ভালবাসি।	...	...	...	ক
	আমি নিজেকে অন্যের অবস্থায় রেখে সে অবস্থায় আমার কি বকম ভাবনা হত সেটা ভাবতে পছন্দ করি।	...	...	...	খ
১৮৩।	একটা কাজ সমাধা করতে আমি নির্ধারিত সময়ের পরেও থাকতে পছন্দ করি।				ক
	বিভিন্ন সময়স্রাব সম্পূর্ণ হয়ে সেই সব সমস্যা সম্বন্ধে আমার বন্ধুবান্ধবরা কী বকম ভাবছে এটা জানতে আমি ভালবাসি।	...	...	...	খ
১৮৪।	যৌন উদ্ভাস আমি পছন্দ করি।	...	...	...	ক
	আমি অন্যের সাথে মেলায়েশা করতে ও তাদের আচরণব্যবহার বিশ্লেষণ করে দেখা পছন্দ করি।	...	...	...	খ
১৮৫।	আমি সেই সব লোক নিয়ে আমোদ করতে পছন্দ করি যাদের কাজকর্ম গুলোকে আমি নিতান্তই মূর্খামি মনে করি।	...	...	...	ক
	আমার বন্ধুবান্ধবরা বিভিন্ন পরিস্থিতিতে কী ভাবে চলবে সে সম্বন্ধে ভাবম্যৎবাণী করতে আমি ভালবাসি।	...	...	...	খ

- ১৮৬। যে সকল বন্ধুবান্ধব আমাকে যাবে যাবে আহত করতে পারে তাদের ক্ষমা করতে ভালবাসি। ... ক  
আমি যখন ব্যর্থ হই তখন আমার বন্ধুবান্ধবরা আমাকে উৎসাহিত করুক - এটা আমি পছন্দ করি। ... থ
- ১৮৭। আমি পরীক্ষা নিবীক্ষা করতে ও নতুন নতুন কাজ করতে পছন্দ করি। ... ক  
আমি সমস্যার সম্মুখীন হলে আমার বন্ধুবা আমার প্রতি সহানুভূতিশীল হউক ও আমাকে বুঝতে চেষ্টা করুক - এটা আমি চাই। ... থ
- ১৮৮। কোন ধাঁধা বা সমস্যা সমাধান করতে না পারা পর্যন্ত আমি তাতে লেগে থাকতে পছন্দ করি। ... ক  
আমার বন্ধুবা আমার প্রতি সদয় হউক - এটা আমি চাই। ... থ
- ১৮৯। আমার চেহারা ও সুস্থ্য বেশ ভালো, মেয়েবা ... এইবকম মতামত পোষণ করুক - এটা আমি চাই। ... ক  
আমার বন্ধুবা আমার প্রতি খুব ভালবাসা দেখুক - এটা আমি চাই। ... থ
- ১৯০। কেউ সমালোচনার কাজ করলে, আমি তাকে জন-সমক্ষে সমালোচনা করতে পছন্দ করি। ... ক  
আমি যখন আহত বা অসুস্থ, তখন আমার বন্ধুবান্ধবরা উৎসাহভাবে আমাকে দরদ ভালবাসা দেখুক, এটা আমি পছন্দ করি। ... থ
- ১৯১। আমি আমার বন্ধুদের প্রতি যথেষ্ট ভালোবাসা দেখাতে চাই। ... ক  
অন্যোবা আমাকে নেতা বলে মানুক - এটা আমি চাই। ... থ
- ১৯২। একই ধরনের পুরনো কাজ পতানুগতিকভাবে চালিয়ে যাওয়ার চেয়ে বরং আমি নতুন নতুন কাজে হাত দিতে বেশী পছন্দ করি। ... ক  
যখন কোন কমিটিতে আমি কাজ করি, আমাকে কমিটির চেয়ারম্যান হিসাবে নিযুক্তি বা নির্বাচন করা হউক - এটা আমি চাই। ... থ
- ১৯৩। আমি যে কাজই শুরু করি না কেন তা শেষ করতে পছন্দ করি। ... ক  
আমি যা করতে চাই তা' যাতে অন্যোবা করে তার জন্য তাদেরকে খোশামোদ করে প্রভাবিত করতে চাই। ... থ
- ১৯৪। যৌন বিষয়ক কোন আলোচনা হলে তা গোনা পছন্দ করি। ... ক  
তর্ক-বিতর্ক ও ঝগড়া-বিবাদ মিটমাট করার জন্য অন্যোবা আমাকে ডাকুক - এটা আমি চাই। ... থ
- ১৯৫। আমি এত উত্তেজিত হয়ে পড়ি যে জিনিষপত্র ছুঁড়ে ভেঙ্গে ফেলতে ইচ্ছা করি। ... ক  
অন্যোবা তাদের কাজকর্ম কি ভাবে করবে তাদের আমি তা বলে দিতে চাই। ... থ
- ১৯৬। আমি আমার বন্ধুদের প্রতি যথেষ্ট ভালোবাসা দেখাতে চাই। ... ক  
কোন ব্যাপারে ভুল হলে অন্যোব উপর দোষ না চাপিয়ে নিজেকে দোষারোপ করাই প্রেম মনে করি। ... থ
- ১৯৭। ঘুরে ঘুরে দেশের বিভিন্ন জায়গায় আমি বাস করতে চাই। ... ক  
কোন কাজে ভুল করলে তার জন্য আমার শাস্তি পাওয়া উচিত বলে মনে করি। ... থ
- ১৯৮। কোন কাজ কিভাবে করতে হবে কিংবা কোনো সমস্যা কিভাবে সমাধান করতে হবে তার কোন পথ খুঁজে না পেলো আমি তাতে লেগে থাকি। ... ক  
যে দুঃখ-কষ্ট আমাকে ভোগ করতে হয়েছে তা' ফিতির চেয়ে আমার মঙ্গলই করেছে বেশী। ... থ

- ১১১। যে সব বই ও নাটকে যৌন আবেশের প্রকাশ, সে সব বই ও নাটক পড়তে  
গোমি ভালোবাসি। . . . . . ক  
যদি এমন কোনো কাজ করি যা আমার মতে ভুল তবুজন্য দোষ স্বীকার  
করা উচিত মনে করি। . . . . . খ
- ১০০। কোনো কাজে ভুল হলে তার জন্য আমি অন্যদের দোষারোপ করতে চাই। . . . . . ক  
আমি অন্যদের তুলনায় প্রায় সব ব্যাপারেই-নিজেকে হীন বলে মনে করি। . . . . . খ
- ১১১। আমি যে কাজেই হাত দিই না কেন তা' শেষ মন-প্রাণ দিয়ে করতে পছন্দ করি। ক  
আমার চেয়ে অপেক্ষাকৃত কম ভাগ্যবান লোকদের আমি সাহায্য করতে চাই। . . . . . খ
- ১০২। আমি নতুন ধরনের ভিন্ন ভিন্ন কাজ করতে পছন্দ করি। . . . . . ক  
আমি অন্যদের প্রতি সদয় ও সহানুভূতিশীল হতে চাই। . . . . . খ
- ১০৩। আমার কবণীয় কাজে যখন আমি হাত দিই তা' শেষ না হওয়া পর্যন্ত  
কাজ করে যাই। . . . . . ক  
আমার চেয়ে কম ভাগ্যবান লোকদের আমি সাহায্য করতে চাই। . . . . . খ
- ১০৪। সামাজিক কাজকর্মে <sup>মেয়েদের সাথে</sup> আগ্রহ গ্রহণ করতে আমি পছন্দ করি। . . . . . ক  
যে সকল বন্ধুবান্ধব আমাকে মাঝে মাঝে সাহায্য করতে পারে তাদের ফর্ম  
করতে ভালোবাসি। . . . . . খ
- ১০৫। যে সব মতের সঙ্গে আমার মত মিলে না, সে সব মতের আমি গোপনমন  
করতে পছন্দ করি। . . . . . ক  
আমাকে আমার বন্ধুরা বিশ্বাস করুক ও তাদের সমস্যা ও অসুবিধার কথা  
বলুক - এটা আমি চাই। . . . . . খ
- ১০৬। আমি অন্যদের প্রতি সদয় ও সহানুভূতিশীল হতে চাই। . . . . . ক  
আমি ঘুরে ঘুরে দেশটাকে দেখতে চাই। . . . . . খ
- ১০৭। আমি প্রচলিত নিয়ম মেনে চলতে পছন্দ করি এবং যে সমস্ত কাজ করা আমার  
পুৰুষজনের মতে বিপজ্জনক নয় সে সমস্ত কাজ করা আমি পছন্দ করি না। . . . . . ক  
আমি নতুন নতুন ফ্যাশানের পোষাক-আসাক ও নতুন ধরনের আমোদ  
উল্লাসে আগ্রহ গ্রহণ করতে পছন্দ করি। . . . . . খ
- ১০৮। যে কাজেই হাত দিই না কেন তা কঠোর পরিশ্রম সহকারে করতে চাই। ক  
আমার ইদনন্দিন বোজ-নামচায় না আমার বোজকাপ বুটিনে কিছু নুতনত্ব  
ও পরিবর্তন আসুক - এটা আমি চাই। . . . . . খ
- ১০৯। দেখতে ভালো এমনসব মেয়েদের সাথে মিশতে আমি  
পছন্দ করি। . . . . . ক  
আমি পরীক্ষা নিরীক্ষা করতে ও নতুন নতুন কাজ করতে পছন্দ করি। . . . . . খ
- ১১০। আমার যখন কারও সাথে মতের মিলন হয় তখন সে কিছু বলুক - এটা  
আমি পছন্দ করি না। . . . . . ক  
আমি নতুন নতুন ফ্যাশানের পোষাক-আসাক ও নতুন ধরনের আমোদ উল্লাসে  
আগ্রহ গ্রহণ করতে পছন্দ করি। . . . . . খ
- ১১১। আমার চেয়ে অপেক্ষাকৃত কম ভাগ্যবান লোকদের আমি সাহায্য করতে চাই। ক  
যে কাজই আমি শুবু করি না কেন তা শেষ করতে পছন্দ করি। . . . . . খ
- ১১২। ঘুরে ঘুরে দেশের বিভিন্ন জায়গায় আমি বাস করতে চাই। . . . . . ক  
নির্বিশেষভাবে অনেকখানি খরচ করে কাজ করা আমি পছন্দ করি। . . . . . খ

- ২১৩। যদি আমাৰ কোথাও ভ্ৰমৰ কৰতে হয়, আমি আগে থেকেই সৰু কিছু  
পৰিকল্পনা কৰে যেতে পছন্দ কৰি। ... ক  
কোন ধাৰা বা সমস্যা সমাধান কৰতে না পাবা পৰ্য্যন্ত আমি তাতে নেগে থাকি। থ
- ২১৪। যেহেঁদেৰ সৰে বন্ধুত্ব কৰতে ভালোবাসি। ... ক  
যে কাজটায় হাত দিয়েছি তা' শেষ কৰে আমি অন্য কাজে হাত দিতে চাই। থ
- ২১৫। কাৰও সম্বন্ধে আমাৰ কি বকয় ধাৰণা তা' তাকে বলা আমি পছন্দ কৰি। ক  
কাজেৰ সময় বাধা পাই - এটা আমি চাই না। ... থ
- ২১৬। আমি আমাৰ বন্ধুৰা-বন্ধুদেৰ প্ৰতি কিছুটা পছন্দাতিত্ব দেখানো পছন্দ কৰি। ক  
যেহেঁদেৰ সৰে সামাজিক কাজকৰ্মে আগ গ্ৰহণ কৰতে আমি পছন্দ কৰি। ... থ
- ২১৭। আমি নূতন নূতন ব্যক্তি-দেৰ সৰে মিশতে চাই। ... ক  
দেখতে ভালো এমনসৰ যেহেঁদেৰ সৰে মিশতে আমি পছন্দ কৰি। ... থ
- ২১৮। কোন ধাৰা বা সমস্যা সমাধান কৰতে না পাবা পৰ্য্যন্ত আমি তাতে নেগে থাকতে  
পছন্দ কৰি। ... ক  
আমি যেহেঁদেৰ সৰে বন্ধুত্ব কৰতে পছন্দ কৰি। ... থ
- ২১৯। আমি আমাৰ কীৰ্ত্তিকলাপেৰ কথা বলে বেড়াতে পছন্দ কৰি। ... ক  
যে সৰ হাঙ্গি-চাটায় যৌন আবেদনেৰ প্ৰাধান্য সে সৰ হাঙ্গি-চাটায় কথা বলতে  
ও শুনতে আমি ভালোবাসি। ... থ
- ২২০। যাবা বোকাৰ মতো কাজ কৰে তাদেৰ নিষে আমি হাঙ্গি-চাটা কৰতে  
ভালোবাসি। ... ক  
যে সৰ হাঙ্গি-চাটায় যৌন আবেদনেৰ প্ৰাধান্য সে সৰ হাঙ্গি-চাটায় কথা  
বলতে ও শুনতে আমি ভালোবাসি। ... থ
- ২২১। আমাকে আমাৰ বন্ধুৰা বিশ্বাস কৰুক ও তাদেৰ সমস্যা ও অসুবিধাৰ কথা  
বলুক - এটা আমি চাই। ... ক  
আমি খবৰেৰ কাগজে হত্যা ও অন্যান্য হিংসাত্মক ঘটনাৰ বিবৰণ পঢ়তে  
পছন্দ কৰি। ... থ
- ২২২। আমি নূতন নূতন ফ্যাশানেৰ পোষাক-আসাক ও নূতন ধৰনেৰ আয়োদ  
উল্লাসে আগ গ্ৰহণ কৰতে পছন্দ কৰি। ... ক  
কেউ সমালোচনা কাজ কৰলে আমি তাকে জন-সমক্ষে সমালোচনা কৰতে  
পছন্দ কৰি। ... থ
- ২২৩। কাজেৰ সময় বাধা পাই - এটা আমি চাই না। ... ক  
আমাৰ যখন কাৰও সৰে মতেৰ অমিল হয় তখন সে কিছু বলুক,  
এটা আমি পছন্দ কৰি না। ... থ
- ২২৪। যে সৰ হাঙ্গি-চাটায় যৌন আবেদনেৰ প্ৰাধান্য সে সৰ হাঙ্গি-চাটায় কথা বলতে  
ও শুনতে আমি ভালোবাসি। ... ক  
কেউ আমাকে অপমান কৰলে আমি তাৰ প্ৰতিশোধ নেওয়া উচিত বলে মনে কৰি। - থ
- ২২৫। আমি দায়-দায়িত্ব ও বাধ্য-বাধকতা এড়িয়ে চলতে পছন্দ কৰি। ... ক  
যাবা বোকাৰ মতো কাজ কৰে তাদেৰ নিষে আমি হাঙ্গি-চাটা কৰতে  
ভালোবাসি। ... থ

